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USAID Quality Reading Project (QRP) - Tajikistan

Annual Report

October 2015 – September 2016



A partnership with:

American Institutes for Research and Save the Children

Contract No.: AID-176-C-13-00001-00

USAID Quality Reading Project – Tajikistan
Annual Report
October 2015 - September 2016

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The author's views expressed in this document do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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Acronyms

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AOE	Academy of Education
COP	Chief of Party
DCOP	Deputy Chief of Party
DRS	District of Republic Subordination
DED	District Education Department
EGRA	Early Grade Reading Assessment
GPE	Global Partnership for Education
HMU	Head of Methodology Unit
IST	In-Service Teacher training
MOES	Ministry of Education and Science
M&E	Monitoring and Evaluation
NTC	National Testing Center
PSA	Public Service Announcement
QRP	Quality Reading Project
RMC	Republican Methodological Center
RTI	Research Triangle Institute
RTTI	Republican Teacher Training Institute
SC	Save the Children
TA	Test Administrators
TTI	Teacher Training Institutes
USAID	United States Agency for International Development

I. Activity Summary

Lead Implementing Partner	American Institutes for Research (AIR)
Other Implementing Partners	Save the Children (SC)
Activity Name	USAID Quality Reading Project (QRP)
Activity Objective	The primary objective of this contract is to improve reading levels among students in grades 1-4 in Kyrgyzstan and Tajikistan. The contract focuses on the following results; 1) Improved reading instruction in grades 1-4; 2) Increased availability of reading materials; 3) Increased out-of-school reading time; and 4) Increased government support to improve reading.
Life of Activity	June 28, 2013 to October 27, 2017
Total Estimated Contract/Agreement	\$ 19,706,184
Obligation to date	\$ 19,706,184
Total Expenditures at beginning of Year 3 (October 01, 2015)	\$ 8,158,160
Accrued Annual Expenditures (October 2015 - September 2016)	\$ 5,408,385
Cumulative Expenditures to Date (September 30, 2016)	\$ 13,566,545
Estimated Expenditure, Next Quarter (October - December 2016)	\$ 2,107,350
Tajikistan	
Total Estimated Contract/Agreement	\$ 10,295,575
Obligation to date	\$ 10,295,575
Total Expenditures at beginning of Year 3 (October 01, 2015)	\$ 4,255,517
Accrued Annual Expenditures (October 2015 - September 2016)	\$ 3,441,647
Cumulative Accrued Expenditures to Date (September 2016)	\$ 7,697,165
Estimated Expenditure, Next Quarter (October - December 2016)	\$ 1,153,246

II. Executive Summary

The USAID Quality Reading Project's (QRP) main goal is to increase reading levels of Grades 1-4 students in Tajikistan and the Kyrgyz Republic (KR). It is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students by drawing on existing structures in both countries. The USAID Quality Reading Project is building capacity from the national level down to the classroom, in support of the common goal of improving students' reading skills. This report focuses on the activities undertaken in Tajikistan from October 2015 through September 2016.

In line with planned activities, the USAID Quality Reading Project and Republican Teacher Training Institute (RTTI) held a workshop on methodology for the teaching of reading with the participation of District Education Departments (DED) and TTI primary education methodologists from all project regions and districts in November 2016. The USAID Quality Reading Project program team, the director of the RTTI, and Dushanbe TTI senior staff facilitated the workshop jointly. This event provided an opportunity to share experiences with each other and to update peers on the project implementation in the various districts. By giving local people ownership of and involvement in the project, the USAID Quality Reading Project empowers national and local authorities to take the project activities into their own hands.

During the reporting period, Saturday Methodological Union Day trainings continued in the targeted schools of Cohorts 2, 3 and 4. Some of the Cohort 1 schools that had completed the required 72-hour methodological sessions at school level have subsequently developed their own plans for continuing the activity and have started work based on these plans. In-service teacher training (IST) and mentor training for Cohort 4 was conducted in January 2016 for 124 schools and for Cohort 5 for 226 schools in August 2016.

One of the main achievements of the reporting period was the development and official approval of the Parents' Guide on the "Importance of Reading for Children in the Family." Primary teachers who receive the training from Master Trainers are disseminating the guide through the quarterly parents' meetings at schools. Parents' involvement with their children's academic life continues to rise. Parents have made a great contribution to their children's reading success by donating additional reading materials and books to the schools. Reading Buddies are an additional support for teachers to improve the reading skills of students in the primary grades, and that initiative is gaining traction in project schools.

The USAID Quality Reading Project has worked in close collaboration with the Global Partnership for Education 4 (GPE-4) to finalize competency-based standards and IST for Mother Tongue. In order to meet the May 31, 2016 deadline specified by Ministry of Education and Science (MOES) for the development of these materials, and to begin the process of obtaining approval, Deputy Minister Ms. Latofat Naziri and GPE-4 team requested that the USAID Quality Reading Project support GPE-4 in reviewing piloted competency-based standards and IST. A seven-day workshop was developed jointly by the USAID Quality Reading Project and GPE-4 teams, and was held on the 14th-20th March 2016 in Dushanbe TTI.

In alignment with the USAID Quality Reading Project's work plan, IST was conducted for 124 Cohort 4 teachers in January 2016 and 226 Cohort 5 schools in August 2016. Cohort 4 and 5 schools were included with the approved contract modification. The trainings also included sessions on Mentoring, Reading Buddies and the importance of reading with children in the family.

In addition to the Level 2 trainings for Cohort 4 and 5 in January 2016, a 3-day Mentoring Training was conducted for Cohorts 1, 2 and 3 schools. One of the main objectives of this training was to assess and evaluate the success of Level 3 (school-level) training. Cohort 1, 2 and 3 schools shared their successes and challenges in conducting IST in their schools. The USAID Quality Reading Project team provided explanations and practical sessions to help address challenges identified by Master Trainers. The USAID Quality Reading Project also conducted a planning session with the Master Trainers where they jointly drew up a program for 24 additional days of Methodological Union Day training. Through additional training and experience sharing, the project hopes to improve the quality and frequency of school-based mentoring.

Based on the Parents' Guide, the USAID Quality Reading Project conducted sessions emphasizing the crucial role of parents and family in children's literacy during the Level 2 IST for Cohort 3, 4 and 5 Master Trainers, and held similar sessions embedded within the Mentoring Trainings for Cohorts 1 and 2. After the trainings, Master Trainers began to conduct sessions with other teachers on how to spread the messages of the Parents' Guide out. From February 2016, primary teachers conducted sessions from the Parents' Guide on "The Importance of Reading with Children at Home" during the parents' quarterly meetings and realized that parents are receiving the message with great interest.

The USAID Quality Reading Project, in close collaboration with the Global Partnership for Education 4 (GPE-4) and the Ministry of Education and Science (MOES), conducted training for District Education Department (DED) methodologists and representatives of Teacher Training Institutes (TTI) on competency-based standards. The last two days of the training were teacher-focused and included content from the In-Service Teacher Training (IST) package developed by the USAID Quality Reading Project. The trainings were held May 13-22 in the Dushanbe and Qurghonteppa TTI with 160 teachers, DED methodologists and representatives of TTIs in attendance.

During these trainings, Master Trainers also conducted sessions with teachers emphasizing the crucial role of parents and family in supporting children's literacy in the home, as using competency-based standards in the school are only one part of comprehensive quality learning. Using messages from the Parents' Guide, primary-grade teachers in turn held workshops with small groups of parents on topics such as "The Importance of Reading with Children in the Family" also the title of a guidebook for parents developed by the USAID Quality Reading Project.

Summer Reading Camps were organized in 80 project schools with the support of MOES and local City and DED. Teachers used a Reading Camp Guide to lead children in a structured set of games and activities designed to enhance their reading skills. These Reading Camps were held for 3-hours per day over 14 days. Trainings on the Reading Camp methodology, and content training for librarians were also conducted in May 2016. Over 1,100 librarians and teachers attended these trainings.

The USAID Quality Reading Project worked with the National Testing Center (NTC) on capacity building activities related to test item development, psychometric analysis and sampling. NTC worked with the USAID Quality Reading Project on the 2016 midline data collection, this included Early Grade Reading Assessment (EGRA) and Monitoring and Evaluation (M&E) data collection. This year, the USAID Quality Reading Project in Tajikistan used tablets for digital data collection. This process sped up data collection and improved the quality of the data collected.

III. Description of Accomplishments and Program Objectives

Introduction

The United States Agency for International Development (USAID) Quality Reading Project is a four-year project implemented by the American Institutes for Research (AIR) and Save the Children (SC). The project works to improve reading skills among primary grade students in the Kyrgyz Republic and Tajikistan. By drawing on existing structures in both countries, the project is building capacity from the national level down to the classroom, all in support of improving student reading skills. The project uses a competency-based standards approach grounded in early grade reading research to inform teacher training, reading material dissemination, community activities, and strengthen government capacity around early grades reading.

The USAID Quality Reading Project has closely collaborated with the MOES and its sub-institutions in all stages of project implementation. The following provides activity details per sub-result for Tajikistan.

In-Service Teacher training (IST) is implemented in a cascade model with three levels: National Training of Ministry of Education and Science (MOES) literacy and education experts (level 1), Master Training of three representatives from each target school - Deputy Director, Head of the Methodological Union (HMU), and an experienced teacher (level 2) and school-level trainings of the remaining primary grades classroom teachers (level 3). Trainings take place throughout the school year, primarily on Saturday Methodological Union Days.

During Year 3, Cohort 4 completed Level 2 Master Training in January 2016 and Level 3 IST at school-level has commenced. IST at school-level is also continuing for Cohort 3. Cohort 1 and 2 schools have officially completed their 72-hour school-level training and the schools are finalizing their reporting to the USAID Quality Reading Project and the MOES. Cohort 1 and 2 Master Trainers received an additional 3-day reinforcement training on mentoring, during which they made independent plans to continue reviewing the USAID Quality Reading Project methods during their Saturday Methodological Union days.

Due in large part to the close collaboration and growing positive rapport between the USAID Quality Reading Project and the MOES, the project's Parents' Guide on the "Importance of Reading with Children in the Family" was approved for printing and dissemination in project schools and communities and made available for both Tajik and Russian schools. Community engagement trainings based on the approved guide have been conducted for teachers from Cohorts 1-4. These trainings supported teachers on how best to interface with parents and community members to encourage reading by young children.

In addition, a librarian training module was developed in close collaboration with the USAID/Aga Khan Foundation (AKF) Family Reading Project, and 10 one-day trainings were conducted for the project school librarians in Khatlon region. This close coordination with AKF ensures a unity of vision and implementation, removing confusion and fostering greater sustainability through universal adoption.

Other program objectives that were met during this year include:

1. A librarian training module was developed and approved by MOES and 1-day training was conducted for all project school librarians in Sughd, Zarafshon, Dushanbe, and District of Republican Subordination (DRS) areas. This activity was conducted in collaboration with AKF, and that organization's experience organizing out-of-school

activities and supporting libraries ensured unity of vision, greater sustainability and ease of adoption.

2. The MOES and the USAID Quality Reading Project provided support to the Ministry of Culture and to public libraries to conduct a campaign on promotion of family reading in Panjakent, Jomi, and Kulob districts, the campaign stressed the importance of reading with children at home, reading a variety of books, and using the library to borrow books.
3. The Reading Camp Guide was finalized and the MOES provided approval to incorporate it into existing summer school camps for primary grades. Five-day training-of trainers (TOT) trainings on conducting Reading Camps were held in Zarafshon, Sughd, Dushanbe, Kulob, and Qurghontepa and attended by over 160 participants.
4. Project schools made independent plans to continue integration of methods from the USAID Quality Reading Project trainings into the demonstrative lessons that they deliver during Saturday Methodological Union days.

Further details of these accomplishments are given in the following sections of this report.

OVERALL GOAL: READING LEVELS INCREASED AMONG GRADES 1-4 STUDENTS

Intermediate Result 1: Improved reading instruction in grades 1-4

Sub Result 1.1: Conduct a baseline qualitative analysis

BASELINE COMPLETED – Report submitted March 2014.

Sub Result 1.2: Design in-service training (IST)

Grades 1-4 Reading Standards

The USAID Quality Reading Project continued its close collaboration with the MOES through the Global Partnership for Education-4 (GPE-4) on “Mother Tongue” Standards in Tajik language. The USAID Quality Reading Project and GPE-4 local and international consultants worked together to review the reading and other language competencies, and developed indicators of achievement for each defined competency by subject and grade. The standards were submitted to the MOES for review and were updated based on the feedback from key stakeholders, education experts, and international consultants.

Within the GPE-4 collaboration framework, MOES requested the USAID Quality Reading Project to develop an 18-hour IST module on standards for mother tongue and a teachers’ guide on standards for primary schools using Tajik as language of instruction. Two specialists who were involved in developing the USAID Quality Reading Project standards and the IST development process were hired to develop the IST module and teachers’ guide on the standards. The 18-hour IST module was used to conduct trainings on the standards in GPE-4 pilot schools.

GPE-4 piloted the new draft competency-based standards in 55 schools. Mr. Asror Aliev, Lead Local Consultant, GPE-4/MOES, informed the USAID Quality Reading Project that they received valuable comments and feedback from primary school teachers and these comments were taken into account in finalizing the standards.

The GPE-4 pilot program ended in May 2016. The first months of the pilot program brought the standards’ main weaknesses to light. Those evident weaknesses were immediately addressed without waiting until the completion of the pilot period, and mostly related to the standards for Grades 2 and 3. Problems identified included:

- Definition of “competency” sometimes is unclear and needs more clarification.

- Group work is difficult to implement in some schools due to the classroom size, inappropriate furniture and student numbers.
- Formative and summative assessment was a new topic for teachers and requires substantial clarification and expanded training time and resources.

The USAID Quality Reading Project closely collaborated with GPE-4 in finalization of competency-based standards and IST for Tajik Mother Tongue. In order to meet the deadline specified by MOES for the development of these materials, and to begin the process of obtaining approval, Deputy Minister Ms. Latofat Naziri and the GPE-4 team requested that the USAID Quality Reading Project support GPE-4 in reviewing the piloted competency-based standards and IST in a seven-day workshop. The workshop was developed jointly by the USAID Quality Reading Project and GPE-4 teams, and was held on the 14th-20th March 2016 at the Dushanbe Teacher Training Institute (TTI).



Deputy Minister Latofat Naziri awards certificates to National Trainers who completed the

In her opening speech at the workshop, Deputy Minister Naziri emphasized the importance of reviewing the piloted competency-based standards, and noted that the IST and additional supplementary reading materials developed by the USAID Quality Reading Project added to the competency-based standards for Mother Tongue. She acknowledged the close collaboration of the USAID Quality Reading Project with the MOES and GPE-4 in the development of the competency-based standards and IST on Mother Tongue, and appreciated the USAID Quality Reading Project's willingness to assist the MOES in conducting the workshop to finalize the standards. She also emphasized the importance of the USAID Quality Reading Project's input in the development of the competency-based standards for primary education and requested that GPE-4 should not duplicate the work of the USAID Quality Reading Project, but rather use the material developed by the project.

Workshop participants were invited from all the regions of Tajikistan and reviewed the material based on the context and technical content. Five of the seven workshop days were allocated to reviewing the competency-based standards for Mother Tongue; in the last two days, participants had the opportunity to review the related IST training modules.

The MOES requested the USAID Quality Reading Project to support GPE-4 in reviewing all the Government of Tajikistan's competency-based standards for all primary grades subjects. In response to the Ministry's request, the USAID Quality Reading Project organized a joint workshop attended by MOES staff members, teachers, deputy principals for primary grades, DED methodologists, and the heads of Methodical Unions. During the workshop, participants reviewed draft competency-based standards for all primary grades subjects including Russian as a Second Language, Tajik as Mother Tongue, Math, Nature, Career Education and Sports.

Building on the results of this workshop, the USAID Quality Reading Project team undertook the development of a nine-day training package on reading for primary-grade teachers, incorporating the new competency-based standards. The training takes as its foundation the existing USAID Quality Reading Project IST, as well as the competency-based standards IST developed jointly with GPE-4 at the end of 2015. This training was conducted first in Qurganteppa and then in Dushanbe from May 13-21, 2016. Over 160 participants from throughout Tajikistan attended the training, where they were familiarized with the competency-based standards and materials for Tajik as Mother Tongue. The project provided all workshop participants with accommodation, transportation, meals, stationery and training materials.

In-service teacher training (IST) package

The IST package for primary schools using Tajik as the language of instruction (developed by local experts supported by an international technical adviser) was endorsed by MOES in December 2014, but this endorsement did not include the Russian language. The Russian-language IST package also went through several reviews; finally, at the request of now Deputy Minister Naziri and then Head of the Republic Teacher Training Institute (RTTI), the Russian-language package will be printed under the authority of the MOES approval received for the Tajik IST. Ms. Naziri underlined that the Russian-language package has the same content and structure as the Tajik version and therefore it is cost-effective and efficient to print the Russian version along with the Tajik. The approval for printing and full distribution will provide greater resources for Russian-language teachers and improve collaboration between the project and Russian schools.

Sub Result 1.3: Conduct in-service trainings for teachers and other educators

Cohort 1 schools completed trainings during the summer school holiday in 2015. Most of the schools that have completed their school-level IST are now developing their own programs to continue the activity and have started working based on the plans they developed themselves. This augurs well for the longer-term sustainability of one of the project's main interventions. There were schools that still needed support in developing programs to sustain the Saturday Methodological Union Days. Monitoring and mentoring school visits have identified some schools which were not able to complete all 72 hours of IST at school-level. The program team decided to visit such schools and support them as they complete their trainings. After completion of the IST at school-level, every school planned their own schedule of programs and training activities for the next academic year.



Teachers receiving Tajik IST manual

Since school-level IST has been completed in the majority of the Cohort 1 schools, teachers are widely incorporating the new methods and activities learned through the IST into their teaching practices. Teachers in these schools have understood the importance of the various reading pedagogy techniques and are using them during their lessons for reading and other subjects. Formative assessment, using balanced score cards to track students' progress, has helped teachers identify students who are struggling with reading and need more support. Observation of lessons during mentoring sessions shows that teachers are feeling more confident in applying new reading practices and more interactive teaching methods in their classrooms. Both teachers and students have become actively involved in creating print-rich classroom environments, which, in turn, are having a positive effect on students' participation in reading and learning.

Cohort 4 IST training

In alignment with the USAID Quality Reading Project's work plan, IST was conducted for 124 Cohort 4 schools in January 2016. These Cohort 4 schools were included with the approved contract modification. The MOES and District Education Departments (DED) noted that the quality of the trainings continues to increase as the USAID Quality Reading Project gains more experience conducting IST and the project strengthens its collaboration with MOES affiliates. The head of the Primary Education Department of Khatlon acknowledged that based on his observations during the trainings, the quality of the USAID Quality Reading Project IST has increased. Most of the National Trainers were methodologists from the RTTI, TTIs, Republican Methodological Center (RMC), AOE and DEDs. Before the IST, National Trainers went through a refresher TOT workshop. The January training for Cohort 4 also included sessions on Mentoring, Reading Buddies, and the

importance of reading with children in the family. In spite of the cold, wintery weather, participation rates were high, at almost 95% of invitees. For more detail, see Table 1.

Table 1. Participants in Cohort 4 Master Level (Level 2) Trainings

City\District	Schools	Invited	Participated	DED/TTI methodologists
Rudaki	35*	105	110	1
Vahdat	26	78	70	1
Tursunzoda, Shahrinaw	12	36	36	1
Hisor	22	66	67	1
Rahst	9	27	27	1
Nurobod	13	39	40	1
Faizobod, Roghun	7	21	22	1
Total	124	372	372	7

* Two schools from Panjakent that were unable to attend Cohort 3 also attended IST training in Rudaki District for a total of 37 schools at the Rudaki IST and 126 total Cohort 4 schools.

Cohort 5 IST training

Following the Cohort 4 trainings and after monitoring of the schools, program staff identified some schools from Cohorts 1 - 3 that were not able to start, or not complete, the IST Level 3 trainings in due time.

The USAID Quality Reading Project added an abbreviated (6-day) Cohort 5 IST Master Trainer Training in August 2016. No new schools are included in Cohort 5. Cohort 5 was an opportunity to go back and retrain Master Trainers from Cohorts 1 – 3 schools that were unable to complete their school-level trainings for whatever reasons. The project has selected 226 schools and invited over 700 teachers to participate in this abridged refresher training. Of the 700 invited teachers, 632 teachers participated as well as various 25 DED/TTI methodologists. These methodologists regularly participate in project trainings, even if they have attended previously. Their recurring participation strengthens their knowledge and capacity and gives them more direct face-to-face contact with teachers, school Deputy Directors and school Head of the Methodological Union.

These schools were selected for participation in Cohort 5 for a variety of reasons. For example, high turnover of teachers (transfers, retirement, illness, maternity leave), original Master Trainers that were not strong to enough to lead the school-level IST process, or other school conflicts.

No Russian treatment schools were included in Cohort 5 as these schools received targeted mentoring and coaching support targeted to Russian language schools. As all USAID Quality Reading Project Russian language of instruction schools attended previous IST, the USAID Quality Reading Project and the national trainers focused on mentoring capacity building to help these schools finalize their school based IST program. Russian schools also appear to have lower levels of teacher attrition, reducing the need for the training of replacements at this time.

As all of the schools invited to Cohort 5 have already participated in some aspect of the IST at school-level under previous cohorts, the projects expects Cohort 5 to have limited implementation issues going forward. Timing, locations, and school participation in the IST were negotiated and approved by the MOES.

Table 2. Invited Cohort 5 Master Level (Level 2) Trainings

City/District	Schools	Invited	Participated	DED/TTI Methodologist
Rudaki	13	39	39	1
Vahdat	15	45	42	1
Hissor	5	27	28	1
Dushanbe	31	105	70	1
Aini	2	6	6	1
Panjekent	6	18	17	1
Khuroson	20	60	58	1
Yovon	26	78	74	1
Bokhtar	14	42	39	1
A.Jomi	10	27	27	1
Balkhi	15	48	48	1
Vakhsh	13	39	39	1
Kumsangir	3	9	7	1
Jilikul	1	3	3	1
Shahrtus	2	9	4	1
Tursunzoda	4	12	10	1
Baljuvon	2	6	5	1
Danghara	1	1	3	
Farkhor	3	9	8	1
Hamadoni	3	9	7	1
Khovaling	4	12	11	1
Kulob	2	6	6	
Muminobod	2	6	5	
Shurobod	4	12	9	1
Temurmalik	2	6	5	
Vose	2	6	6	
B. Gaffurov	4	12	11	1
Asht	2	6	6	1
Shariston	2	6	6	
Gonchi	2	6	5	
Zafarobod	1	3	3	
Taboshahr	1	3	2	
Isfara	2	9	6	
Chalovsk	1	3	3	
Kairokum	1	3	1	
Khujand	1	3	2	2
Istarafshan	2	6	6	
Konibodom	2	6	5	
Total	226	706	632	25

In addition to the Level 2 trainings for Cohort 4 in January 2016 and Cohort 5 in August 2016, further 3-day Mentor trainings were conducted for schools in Cohorts 1, 2 and 3. One of the main objectives of these trainings was to assess and evaluate the success of the Level 3 school-level IST training. During discussion sessions, Cohort 1, 2 and 3 schools shared successes and challenges of conducting IST at their schools. In order to gather specific and actionable information on how school-level IST trainings are proceeding, during the 3-day Mentor training, participants met in groups, reviewed every IST module, and provided their

comments on how modules were received by primary teachers. As part of these discussions, the USAID Quality Reading Project provided comprehensive explanations and practical sessions to help address the challenges experienced by the Master Trainers.

Not surprisingly, the modules which contained the most unfamiliar ideas in terms of content and pedagogical approach presented the greatest difficulties for classroom implementation. More specifically, it was found that teachers tend to struggle to implement formative assessments, as well as difficulties with some sections in other modules. It was also suggested that 72 hours is not sufficient to improve the capacity of teachers to the required level. Therefore, key modules such as formative assessment, reading comprehension, and vocabulary development ought to be repeated more than once at school-level trainings.

Cohort 1 and 2 Master Trainers wished to continue the Saturday Methodological Union Day trainings and requested that the USAID Quality Reading Project develop a schedule and program of further work for Saturday trainings once the 72-hour of school-level IST had completed. In response to this request, the project conducted a planning session with the Master Trainers where they jointly drew up a program for 24 additional Methodological Union Days training. The scheme of the Methodological Unions Days will be slightly different from the previous 72-hours with regard to the following points:

- Sessions will be conducted based on the teachers' needs, and sessions and topics will be selected from the IST modules;
- Schools will take turns conducting demonstration lessons once a month for other teachers from project schools in their sub-district (their "cluster"); and
- Facilitators may be appointed from among the best primary teachers who have completed the 72-hour school-level IST to assist other teachers who struggle to implement IST content.

Cohorts 1 and 2 schools have begun to implement this new phase of Saturday trainings based on the schedule above, which they developed with the assistance the USAID Quality Reading Project. Cohort 3 schools are halfway through their school-level trainings. Cohort 4 schools underwent Level 2 Master Trainer trainings in January 2016. There are successes and challenges in the implementation of school-level trainings in all cohorts; these are discussed in more detail below.



Students share books they made themselves from low-cost materials with their classmates.

Master Trainers continue to use IST content during their trainings on Saturday Methodological Union Days. The USAID Quality Reading Project supported Master Trainers in conducting supplementary sessions responding directly to teachers' stated needs by reviewing relevant sessions and topics from the IST modules.

In an effort to share learning from the IST and support and work with one another, teachers took turns conducting monthly demonstration lessons for colleagues from project schools in their sub-district ("cluster"), as mentioned above. Some teachers who had completed the 72-hour school-level IST successfully have already been selected to support colleagues who struggle to implement IST content.

Regular cluster trainings, developed with the assistance of the USAID Quality Reading Project, are being conducted by Cohort 1 and 2 schools on Saturdays. Cohort 3 and 4 schools are halfway through their school-level IST. The MOES, Regional Educational Departments, Republican Methodological Center, DEDs and TTIs have acknowledged the input of IST school-level trainings on the development of teaching and pedagogy in primary grades

classrooms. TTI and DED methodologists continue to visit project schools and provide constant mentoring support to the Master Trainers.

Teachers now realize the importance of the advanced teaching methods gained from the IST and are actively working to incorporate these methods in their lessons. Teachers understand the necessity of collaborating with neighboring schools, hosting demonstration sessions and exchanging ideas and advanced teaching practices. In project schools, the impact of IST is visible in a number of ways, including:

- Increase in the number of print-rich classroom environments;
- Use of student and teacher portfolios in classrooms;
- Availability of formative assessment score cards;
- Increase in use of active teaching methods with children in the classroom;
- Heightened focus on reading comprehension rather than rote repetition and memorization;
- Increase in parents' involvement in their children's education; and
- Additional reading material has been provided in many classrooms, either donated by parents or created by teachers and students from low-cost materials.

Successes

- MOES, Regional Education Departments, RMC, DEDs and TTIs acknowledge the input of IST school-level trainings on the development of reading pedagogy in the classroom in the primary grades;
- TTI and DED methodologists visit project schools and provide mentoring support to Master Trainers;
- Cohorts 1 and 2 developed their own additional training plans with the help of the USAID Quality Reading Project and have begun to implement them on Saturday Methodological Union Days;
- Project schools at sub-district level meet in clusters;
- In almost all schools, the impact of IST is visible in the growth of print-rich classroom environments, increased use of active teaching methods by teachers, in the number of student and teacher portfolios in classrooms, in the heightened focus on reading comprehension rather than memorization, in the availability of formative assessment score cards, in parents' increasing involvement in their children's education, and in additional reading materials in classrooms, either donated by parents or created by teachers and students from low-cost materials;
- TTI and DED methodologists say that based on their school visits, they realize that students' interest in reading is changing and the shift from reading for memorization to reading for comprehension is becoming visible;
- Teachers understand the importance of collaborating with neighboring schools through demonstrative sessions and exchanging ideas and advanced teaching practices;
- On the advice of the project, primary education teachers have begun to write articles on best teaching practices and to publish them in various newspapers and journals;
- Mass media has grown interested in publishing the success of the USAID Quality Reading Project target schools. Several lessons from project schools were broadcast on TV and articles were published in local and national newspapers highlighting the success of the IST on children's literacy; and

- There are non-project public schools, lyceums and gymnasiums, that have been inspired to use the USAID Quality Reading Project materials and IST.

Challenges

- Not all the schools have strong Master Trainers to facilitate school-level training;
- TTI and DED methodologists lack resources (time and transportation) to visit *all* the project schools (and non-project schools) consistently to provide mentoring support;
- In some schools mentoring support is not sufficient due to the workload of experienced/advanced teachers and lack of DED staff ;
- In some schools, the USAID Quality Reading Project activities are overlapping with GPE-4 activities making it difficult for teachers to prioritize activities and align expectations;
- There are some teachers who use the methods from IST incorrectly, which is not effective in helping students' learning. Due to the number of schools the project staff are not able to visit all these teachers and provide adequate mentoring support;
- Some teachers stick to traditional teaching methods in spite of exposure to the USAID Quality Reading Project methods in IST.

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Observation and discussions on school visits by the USAID Quality Reading Project team together with District Education Department (DED) and TTI methodologists have clearly indicated that school-level training can benefit greatly from additional mentoring support. This applies to schools in all three Cohorts, and to the work of the Master Trainers. Therefore, mentoring support is provided to Master Trainers in their role as IST trainers through regular visits to the schools by the project team and by DED and TTI methodologists. In turn, the Master Trainers working as Mentors at school level provide at least three mentoring sessions with the primary teachers at their respective schools.

Many DED primary education methodologists continue to provide mentoring support to USAID Quality Reading Project schools in their respective districts in addition to their existing workload. One example is the primary education methodologists from Vakhsh who received IST at the national level and became National Trainers for the project. They have divided their district into two zones; every Saturday they visit two school-level IST sessions and provide mentoring support to primary teachers. Their enthusiasm in providing mentoring support and strengthening the capacity of the teachers in their district was clear, and provides an indication of the potential for long-term sustainability of this practice, and a model for other districts.

To improve access and quality of mentoring, the USAID Quality Reading Project implemented 3-day Mentoring Workshop in January to support Master Trainers, Regional and District primary grade literacy methodologists and IST methodologists related to Cohorts 1, 2 and 3. One additional training day was also added to the Cohort 4 IST, focusing explicitly on mentoring skills. Through additional training, group work and experience sharing, the project team aims to improve the quality and frequency of school-based mentoring. The timing, locations, and Ministry and TTI participation for the mentoring workshops were negotiated and approved by the MOES and RTTI.

Table 3. Participants Invited to Mentoring Workshop from Cohorts 1, 2 and 3

City\District	Schools	Invited	Participated	DED/TTI Methodologists
Rudaki	57	171	147	1
Vahdat	44	132	110	1
Shahrinaw	10	30	30	1
Tursunzoda	32	96	96	1
Hisor	58	174	152	1
Dushanbe	75	225	143	3
Norak	11	33	33	1
KT, Sarband	20	60	57	3
Kulob	39	117	101	3
Muminobod	34	102	85	1
Shurobod	19	57	46	1
Danghara	46	138	134	1
Temurmali	17	51	51	1
Baljuvon	15	45	43	1
Hamadoni	37	111	110	1
Farkhor	45	135	127	1
Vose	50	150	133	1
Jomi	46	138	116	1
Khuroson	30	90	84	1
N.Khusraw	9	27	27	1
Sharitus	30	90	87	1
Rumi	42	126	112	1
Jilokul	25	75	75	1
Bokhtar	47	141	138	1
Vakhsh	41	123	121	1
Qabodiyon	32	96	96	1
Qumsangir	36	108	104	1
Panj	33	99	99	1
Yovon	48	144	139	1
Ghafurov, Qayroqum	52	156	151	1
Khujand, Rasulov, Chkalovsk	40	120	118	3
Istaravshan, Shahrison	59	177	173	2
Ghonchi	34	102	94	1
Zafarobod	17	51	51	1
Spitamen	24	72	69	1
Isfara	57	171	162	2
Konibodom	38	114	108	1
Mastchoh, Taboshahr	32	96	89	1
Asht	38	114	109	1
Total	1,419	4,257	3,920	49

Saturday Methodological Union Days are a primary component of continuing professional development activities in the country. The USAID Quality Reading Project works to strengthen these forums by making regular visits, conducting demonstration lessons, and helping to facilitate exchange visits between schools and districts. The USAID Quality Reading Project visited schools between April and June and observed that Methodological

Union Days are being implemented regularly in the target schools and the activities are being conducted, including:

- Demonstrative lessons: Facilitators and teachers jointly planned demonstrative lessons. Many districts are very well-organized in conducting demonstrative lessons and even work together with other districts to plan these lessons.
- Exchange visits: Project schools conducted demonstrative lessons and invited teachers from different schools to attend. Methods, problems, successes and challenges are discussed during the exchange visits. Teachers understand the importance of collaborating with neighboring schools, hosting demonstration sessions, exchanging ideas and teaching practices.
- Creating portfolios for teachers and students.
- Establishing classroom reading corners: A mix of reading materials are provided in the corners to help children in strengthening the key reading skills of vocabulary and comprehension. Teachers also use the reading corners to display students' work.

For the remaining Cohort 3 and 4 schools, Mentoring training was conducted with the purpose of strengthening their understanding how to support primary education teachers at the schools. Mentoring training was conducted for teachers in DRS and Zarafshon zone in August 2016.

Table 4. Participants Invited to Mentoring Workshop from Cohorts 3 and 4

City/District	Invited	Participated	DED/TTI Methodologist
Rudaki	102	92	1
Vahdat	75	65	1
Shahrinav	15	15	1
Tursunzoda	21	21	1
Hissor	66	63	1
Faizobod	69	55	1
Roghun	21	20	1
Nurobod	96	67	1
Rasht	87	76	1
Sangvor (Tavildara)	9	3	1
Tojikobod	33	34	1
Lakhsh (jirgatal)	21	22	1
Varzob	57	51	1
<i>Dushanbe (Russian schools)</i>	87	49	1
Aini	117	117	1
Panjekent	243	215	1
Machtchoh	24	23	1
Istaravshan	3	3	1
Chkalovsk	3	3	1
J. Rasulov	3	1	
Mastchoh	3	2	
B. Gafurov	3	2	
Spitamen	15	11	1
Isfara	6	3	1
Taboshahr	3	2	
Total	1,182	1,015	21



TOT Mentoring workshop for National Trainers



Mentoring Workshop for Master Trainers

Pre and Post Test and Monitoring and Evaluation Capacity Building

Before Level 2 trainings for trainers, the project conducted 4-day refreshing training for national trainers. During the 4-day Level 1 training, a 2-hour session was allocated for M&E topics. The main topic of the session was a recap of M&E forms, reporting and coding systems accepted for the USAID Quality Reading Project. After the session, M&E staff conducted a small test to assess the effectiveness of the training. The orientation training was conducted in Dushanbe city. The series of Level 2 trainings were organized and conducted in districts of DRS region. The 2-hour M&E session was planned for each training. All M&E staff visited and conducted M&E sessions in Cohort 4 districts. On the first day, trainers ran pre-test and after the 7th day post-test, utilizing pre-post formats consisted of 20 questions. M&E staff checked every pre and post-test form before scanning and processing. For the purpose of on-the-place data cleaning and decentralization of analysis of pre-, post-tests, and other scanning formats, the Project purchased Remark software for Dushanbe office. It helps checking, cleaning and processing M&E indicator data immediately in the field office.

Sub Result 1.5: Implement classroom-based reading diagnostics; administer national, standardized reading assessments

Early Grade Reading Assessment (EGRA)/2016 Midterm data collection

The April/May Early Grade Reading Assessment (EGRA) data collection was informed by the February EGRA Grade 3 pilot tests, which enabled project staff to address software flaws before the midterm data collection.

Programming instruments

The existing paper-based data collection instruments were converted into an interactive software tool utilizing the [Tangerine](#) online EGRA development suite. EGRA instruments for Grades 2-4, as well as Monitoring and Evaluation (M&E) instruments including classroom observation forms as well as teacher, parent, and librarian interviews, were programmed with Tangerine and piloted in February 2016. The USAID Quality Reading Project purchased 145 tablets from the United States, importing the tablets to Tajikistan with the help of USAID Tajikistan. Local IT programmers updated the tablets' operating systems and installed the Tangerine-based EGRA data collection software.

TOT for Supervisors/Trainers & Russian test administrators

From April 12-15, 2016, the project conducted a 4-day TOT for Tajik-language EGRA supervisors and team leaders at Dushanbe's Vefa Center. During the trainings, participants learned to use both paper and digital data collection instruments—paper-based instruments functioned as a backup in case of software malfunction. Deputy Minister Latofat Naziri visited the first day of the training, made an encouraging speech to participants, and wished them good luck in their work. A simultaneous four-day training was held for the relatively

small group of 20 Russian-language Test Administrators (TAs); this group was trained directly by USAID Quality Reading Project M&E staff.

The project hired 145 TAs and supervisors for the data collection process. Participants were experienced education specialists representative of the overall landscape of the Tajik education sector. Roughly 70% had been previously involved in the EGRA baseline testing or in other aspects of test instrument design, piloting or testing. During data collection, supervisors adhered to a schedule of school visits, during which they monitored and observed the progress of their TA teams.

Table 5. Number of supervisors, team leaders, test administrators and IT specialists

	Supervisors	Team Leaders/TAs	Test Administrators (TA)	IT Specialists	Total
Male	8	14	37	4	63
Female	7	19	62	0	88
Total	15	33	99	4	151

Training in regions

From April 19-22, the USAID Quality Reading Project organized four regional trainings for Tajik-language TAs, hosted in the following cities:

1. Dushanbe for Dushanbe and DRS, including Rasht
2. Kulob
3. Qurghonteppa
4. Khujand for Sughd and Zarafshon



Students taking the EGRA with Test Administrators using tablets for digital data collection.

AIR Research Specialist Amy Todd arrived in Tajikistan on April 17 to provide ten days of on-the-ground methodological and technical guidance. She observed the training in Dushanbe, and then travelled to Rasht area to monitor the process of data collection in the region. Regional M&E Manager Saule Khamzina also travelled to Tajikistan to support EGRA and monitored the data collection process in Dushanbe, Khatlon, and DRS. Ms. Todd and Ms. Khamzina provided local M&E staff with recommendations and solutions to improve the quality of data collection.

Data Collection

Data collection started on April 25. Each team of data collectors consisted of four TAs, including one who doubled as the Team Leader. Each team conducted EGRA testing in one school over a span of two and half days. Testing was carried out in 132 schools: 66 project schools, and 66 control schools (schools receiving no project support). Over 8,000 students in Grades 2-4 were tested in accordance with random sampling procedures. Overall, 52 percent of tested students were male and 48 percent female.

Table 6. Number of tested primary grade students

Test Language	Gender	Grade 2	Grade 3	Grade 4	Total	
Tajik	Male	1,202	1,167	1,155	3,524	6,976
	Female	1,166	1,149	1,137	3,452	
Russian	Male	204	239	237	680	1,097
	Female	127	148	142	417	
Total		2,699	2,703	2,671	8,073	

Additionally, the teams interviewed 2,244 teachers, librarians and parents and completed 528 classroom observations.

Table 7. Number of interviews and classroom observations

	Tajik	Russian	Total	
Parent interviews	1,344	240	1,584	2,244
Teacher interviews	448	80	528	
Librarian interviews	112	20	132	
Classroom observations	448	80	528	528

M&E staff drafted detailed schedules for every team before trainings and adjusted these schedules during the trainings to account for TAs' relative strengths and living locations. No TA worked in a school with which they had previously had direct contact. Regional and District Education Departments received advance notice of the data collection schedule in the form of an official letter from the USAID Quality Reading Project with a copy of the MOES approval letter. Education officials from all levels of government contacted school principals and requested they create supportive environments for data collection in the schools. National, Regional and District Education Department representatives conducted random site visits of data collection schools to observe the process. USAID Tajikistan and Research Triangle Institute (RTI) International also visited data collection sites to observe the quality of the process. RTI was on-site as part of their ongoing external evaluation work with USAID to monitor EGRA activities across the USAID Education portfolio. The team will incorporate the recommendations provided by the RTI team for the development of the endline data collection instruments and data collection processes.



One Test Administrator team in Zarafshon Valley bypassed flooded roads by travelling 14km on foot and donkey to access test schools.

Floods affected the process of data collection in Zarafshon Valley. The flood destroyed roads to two remote and mountainous schools in Panjakent district. The teams had to wait a week for the weather to improve.

Uploading and Cleaning

Test Administrator teams were trained in how to upload the data collected on their tablets to an external server from their test sites. During midterm data collection, this process was informed by lessons learned from the Grade 3 instrument pilot. TAs used their smartphones to connect to the Internet, establish Wi-Fi hotspots, and upload data from their tablets. The USAID Quality Reading Project reimbursed for all internet costs. M&E staff documented lessons learned (see below) for future assessments and other data collection activities.

Upon completion of data collection in schools, the M&E staff downloaded and began cleaning data. Some tablets had upload issues; data from such tablets were copied and joined

manually. Data cleaning consisted primarily of deleting practice test and inter-rater reliability data, correcting ID duplications, and checking the number of EGRA tests and interviews against the team reports.

Some key lessons learned

- Spend more time reviewing sampling procedures during the trainings. Many teams were not confident in their ability to properly sample students.
- Spend more time reviewing USAID Quality Reading Project-related pedagogical concepts that may be unfamiliar to some data collectors.
- Provide clear justification on required procedures; for example, the necessity of conducting inter-rater reliability tests at the beginning of data collection.
- Increase the number of back-up/replacement data collectors in each region.

The 2016 Midline EGRA Report was submitted to USAID Central Asia September 30, 2016. Initial presentations of the results will be presented to USAID and the MOES in early October. Public dissemination of the midline EGRA will occur upon approval from the MOES and USAID.

Post-tests in schools, Level 3

The process of regular IST and activity data collection is ongoing. Data entry volunteers are entering school reports into the project database for Cohorts 1-3. M&E staff also completed collection of post-tests of Cohort 2 schools. Paper-based tests are currently being scanned and the results of the pretest-posttest analysis will be reported in annual report. By that time, the USAID Quality Reading Project Cohort 3 IST reporting at school-level will be completed. Project staff will input Cohorts 4 and 5 into the project database.

Intermediate Result 2: Increased availability of reading materials

Sub Result 2.1: Conduct a comprehensive review of primary grade-level reading material

Building on the initial review of primary-grade reading materials conducted in the first year of the project and the subsequent report submitted to USAID, another review of primary-grade reading materials was conducted during this reporting period. During this second review, 420 books from various publishing companies were analyzed based on the following criteria established by the MOES:

- Quality of the book (paper size, illustration, quality of the printing)
- Grade appropriateness
- Relevance of the content
- Book's illustrations
- Contextual considerations
- Language
- Promotion of national values and culture

Of the 420 titles reviewed, 116 children's book titles were approved by the MOES and sent to five local publishers for printing. These publishers were contracted to deliver all titles to the USAID Quality Reading Project office by the end of March 2016. Phase 1 of Tajik-language book distribution was completed in April and May 2016. The USAID Quality Reading Project delivered 116 books to all 1,807 project-supported school libraries, plus district and regional education offices and MOES sub-



Some of the over 1,800 book boxes for donation to project schools.

institutions. In total, the project delivered 212,000 units (books) to the project schools.

Phase 2 will occur over the next two quarters; a new tranche of books is currently being selected in partnership with the MOES. This phase will include a fewer number of units but a higher quality of books including hardback fairy tale books. Phase 1 hoped to get as many books as possible into each school library and as such the books were generally paperback and are expected to have a short life expectancy. Phase 2 will include hardback books which cost more per unit but should last longer. Phase 2 will also include a select number of books for Russian school libraries. Unlike the Tajik books which can be printed locally, the Russian books must be purchased from local book stores that import books printed in the Russian Federation.

Sub Result 2.2: Ensure a mix of reading materials are used by schools and communities

Realizing the critical importance of having enough appropriate and engaging reading material accessible and available to students in the project schools, a training session on this topic was developed and incorporated into the IST workshops. It focused on enriching classroom book corners with a mix of reading materials. One of the ways proposed to achieve this was to advise teachers how to create additional reading resources from low-cost materials. During the IST, teachers learned how to develop appropriate reading materials for primary-grade students. Teachers in Cohorts 1, 2 and 3 are now actively involved in creating additional reading resources from low-cost materials.



Master Trainer at a March workshop for librarians in Qurghonteppa holds up a sample book she has created from low-cost materials.

From field visits it is becoming clear that the Master Trainers are effectively engaging the classroom teachers in their schools in creating reading materials and visual aids from low-cost material for their classes. This is a new and exciting trend to observe.

A second strategy adopted to increase the availability of supplementary reading materials has been to engage parents and encourage them to donate books to their children's school. Book donations have increased after the USAID Quality Reading Project began helping to organize parent meetings held by teachers, who reiterate the importance of parents' involvement in encouraging their children's literacy by using lessons from the Parents' Guide on the "Importance of Reading with Children at Home," a flipbook developed by the project.

During school visits, the USAID Quality Reading Project staff have witnessed that these book donations by parents to the classrooms where their children are studying have increased the available reading material in those classes. Teachers have used these donations to create classroom Book Corners. The number of titles in these reading corners is gradually increasing, and in some schools, the teachers have created a catalog of the books in their Book Corner so that students can borrow books to read at home. Their teachers ask them questions from the books to help ensure they have understood the book they have read. In most of the schools visited in Cohorts 1 and 2 it was observed that teachers had organized Book Corners and students were able to borrow books to read at home.

Ensuring that appropriate and engaging reading material is accessible to students is a key factor. As a result of these two strategies, classrooms in project schools are becoming print-rich environments which promote children's interest in reading and provide increased opportunities for meaningful reading practice.

Teachers' Day Celebration, Shurobod, Khatlon



Grade 4 students present reading materials they developed during the Teacher's Day Celebration

In honor of Teachers' Day, the USAID Quality Reading Project, in collaboration with the USAID- and AKF-funded ESCOMIAD Project, hosted an event in Shurobod District, Khatlon, on October 11, 2015. The event was hosted by the Shurobod DED and was attended by regional and district education officials, teachers and students from the USAID Quality Reading Project and ESCOMIAD supported schools, and by USAID representatives. Mr. Daryl Martyris, USAID Tajikistan Acting Country Director; Ms. Mavjuda Nabieva, USAID Education Management Specialist; Mr. Alimardon Safarmad, Deputy Head of the Regional Education Department (RED) of Khatlon Region; Mr. Rozik Sodikov, Head of Shurobod DED; and Professor Mahmadullo.

Teachers' Day Congratulation

On behalf of Regional Education Department, I would like to express my gratitude to USAID and to the organizations executing the Quality Reading and ESCOMIAD Projects for their hard and effective work during the implementation process. Their efforts, techniques and modules are effective in raising the quality of reading and teachers' professional development. The high performance of students benefiting from the projects is testimony to their good progress. I have been kept fully informed about the implementation process, and all literacy materials developed under the projects' aegis. I would like to take this opportunity to ask both teachers and students to try their best to make good use of the intervention.

- Alimardon Safarmad, Deputy Head of RED, Khatlon Region

The event began with students reading and reciting poetry, and showing the reading materials they had created themselves in school. ESCOMIAD and USAID Quality Reading Project National and Master Trainers presented mini-trainings to teachers on best practices for literacy instruction in Tajik language. Finally, teachers from all Shurobod schools received awards from the USAID Quality Reading Project and ESCOMIAD for their activities in support of improved reading instruction. Teachers from all Shurobod schools, not only project schools, were given awards. The award packages consisted of certificates, school supplies, copies of the Tajik IST Manual, and a package of AKF-developed reading materials.

At the request of the MOES, the USAID Quality Reading Project did not hold any formal Literacy Day events in September 2016. Literacy Day fell the day before the 25th Anniversary of Tajik Independence and a few days before Eid. The MOES requested no media or formal events during the two weeks around the 25th Anniversary. Several schools organized their own local events at the school-level. Project staff visited and supported these school-driven activities as advisors but not as lead organizers. These school-driven activities are critical to long-term ownership.

Celebration of International Book Day

In celebration of International Book Day, and to increase children's exposure to books other than textbooks, the USAID Quality Reading Project hosted a celebration of reading with US Ambassador Elisabeth Millard and First Deputy Minister of Education Rahmatullo Mirboboev at School #12, Qaratogh, Tursunzoda. The purpose of the event was to emphasize the importance of reading in primary grades and to publicize USAID's donation of over 212,000 books for Grades 1-4 to USAID Quality Reading Project schools across the country. The Ambassador and the First Deputy Minister presented awards to winners of a local

reading competition, and handed out the donated books to librarians from each project school in the Tursunzoda District.

This event was well received by schools and the education department. Eight of the nine winners of the Reading Competition were girls, and girls made up the majority of participants in the competition. The DED expressed its thanks to the USAID Quality Reading Project for giving children additional materials to read in school libraries and providing training to school librarians. The event was broadcast on national news channel TV Safina.



US Ambassador Elisabeth Millard and First Deputy Minister of Education Rahmatullo Mirboboev at School # 12, Tursunzoda distributing the donated books to librarians

Librarians at all USAID Quality Reading Project schools received book donations. The librarians, using the content learned during their training (Sub Result 3.2), prepared index cards for visitors, created reading corners for donated books and invited Reading Buddies to dive into the books together.

Librarians also extended their efforts beyond the school and into the community. Building on the excitement generated by the arrival of the new books, and in partnership with librarians, teachers organized parent meetings and used the content from the Parents' Guide to facilitate discussions about the importance of reading to children and reading with children, the necessity for children to read a variety of texts, not just textbooks, and to read for fun. Librarians also prompted parents to begin examining their young readers' school performance and attitudes towards learning. The sessions raised awareness among parents of their unique role in encouraging their children to read. Notably, many project school librarians have reported an increase in the number of parents accompanying their children to school to borrow books from the school library during the summer holiday.

Intermediate Result 3: Increased out-of-school reading time

Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success

Public Private Partnerships

The USAID Quality Reading Project has had limited success in developing traditional public private partnerships for two critical reasons. First, the MOES has not been supportive of the project reaching out to the private sector on partnership development. Engaging the private sector was seen by the MOES as publicly expressing deficiencies in providing education in children of Tajikistan. Second, there are a limited number of business in Tajikistan that would be able to provide direct support due to the current state of the Tajik economy.

The USAID Quality Reading Project has developed some non-traditional public private partnerships with the Aga Khan Foundation, book publishers, UNICEF, and the Women's Groups of Khatlon. The project regularly collaborates with the Aga Khan Foundation to leverage activities and resources to support education activities in areas of geographic and programmatic overlap. This has been achieved through cross participation in training events, use of the EGRA, and co-hosting public relations events related to reading and literacy. The project also hopes to continue to leverage the discounts provided by the publishers of the grade- and age-appropriate reading materials that were distributed during Phase 1 (sub-Result 2.1) through Phase 2. Some of the publishers provided the USAID Quality Reading Project between a 10-25 percent discount on select titles. Finally, the USAID Quality Reading Project originally planned to develop its own reading-focused cartoons. After

discussion with the MOES, UNICEF, and the Open Society Institute, the project joined the existing animation working group hosted by UNICEF. Through this partnership, the project has been able to strengthen the existing animation activity but supporting the incorporation of reading themes and imagery and by providing the sub-titling of the 25 cartoons in Tajik language under sub-result 3.1, thus leveraging the combined resources (human and financial) to improve the final set of cartoons and reduce the unnecessary duplication of effort by all stakeholders. Finally, in Khatlon, the project is partnering with the Women's Groups of Khatlon which has over 6,500 member groups. The partnership engages these groups in promoting reading at home. The first event was held in Jomi in June 2016.

Reading Buddies

Many primary grade classes average 35-40 students. It is therefore difficult for one teacher to work individually with students who fall behind the reading standards. During the IST workshops and field visits, the USAID Quality Reading Project team has been encouraging teachers to adopt the use of Reading Buddies to give children additional practice and support with reading. Accordingly, teachers in many project schools are now involving students from grades 8, 9 and 10 as Reading Buddies for primary students on a 1:1 ratio. Moreover, by using balanced score cards to assess student reading ability, a technique taught to teachers during IST, teachers are now better equipped to identify students who need additional support. The use of Reading Buddies has been well received by many older teachers; a similar system was in place during the Soviet period but had fallen out of use. However, most of the younger teachers are still unsure how to implement the Reading Buddies methodology. Based on these young teachers' request, the USAID Quality Reading Project has developed a "Reading Buddies Guide" document with all the details needed to equip teachers to work with the Reading Buddies approach in their classrooms.

To strengthen understanding of the importance of Reading Buddies among teachers, a session based on the Reading Buddies Guide was incorporated into the IST for Master Trainers, who in turn will share their experience with other teachers at the school-level IST. For Cohort 1 and Cohort 2 Master Trainers, who have already completed their 72-hour training, this session will be conducted during the additional trainings on mentoring. The Reading Buddy approach is a valuable tool to bolster the available support to students who are struggling with basic literacy. It has the added advantage of empowering older students to help younger students (including their own younger siblings) excel academically. In some schools, the Reading Buddies approach has already been enthusiastically implemented.

Sub-Result 3.2: Implement out-of-school reading activities

Parents/Family Program

To increase the number of parents and other adults reading non-textbook materials to students at home, a Parents' Guide on "The Importance of Reading with Children at Home" was developed by the USAID Quality Reading Project team with the support of a well-known writer of children's books, Mr. Azizi Aziz. The Parents' Guide was finalized and sent for review to the MOES, and in November, it received approval for printing and dissemination. The Head of the Primary and Secondary Education Department of MOES, Mr. Aliev Abdujabbor, emphasized that this guide can make a tangible contribution in fostering the involvement of parents in their children's at-home reading and other studies. Such involvement is, at present, largely missing in the Tajik context.



Sessions based on the Parents' Guide were conducted for Master Trainers during the IST for Cohort 3, 4 and 5 schools. Those Master Trainers in turn train teachers in their home institutions on how to disseminate the message during their meetings with parents. Furthermore, all teachers who work with parents will receive the Master Trainers' guidelines for building partnerships with parents to increase at-home literacy involvement.

During the Parents Program, teachers conduct roundtable sessions with parents using the Parents' Guide developed by the USAID Quality Reading Project, *The Importance of Reading with Children in the Family*. The sessions emphasize the crucial role of parents and families in children's literacy development. Some notable successes of the project include:

- Many project schools established close cooperation between community members and families;
- Many project schools encouraged parents to use the school libraries to check out books to read with their children during the summer holiday;
- Parents supported their children in preparing their portfolios;
- Parents and children made books from low cost materials and provided them to their classroom teachers.

Although most parents are committed to supporting their children's reading development, some challenges remain:

- Many parents have trouble setting aside time every day to read with children;
- Some parents still do not recognize the value of reading with children;
- In some communities, the collaboration between schools and families could be stronger.

Community/School Librarians

The USAID Quality Reading Project conducted nine one-day trainings for school librarians in May 2016 at the TTIs in Dushanbe and Sughd. Nine hundred and thirty librarians and methodologists from Zarafshon, Sughd, Dushanbe, and DRS attended the trainings. The heads and deputies of the TTIs were actively involved in the training process, which was facilitated by the USAID Quality Reading Project National Trainers, including methodologists from the DEDs and TTIs.



Project school librarian in A. Jomi shows off the calendar she received with her donated books.

The trainings helped librarians review book check-out and maintenance techniques, explore how they might make books more accessible to children, create child-friendly corners in their libraries, begin planning to conduct exciting events on reading, and institute traveling libraries for children who are unable to come to the library to check out books. The trainings also encouraged librarians to involve and collaborate with community members and parents to encourage children to read storybooks at home by providing them structured approaches for engaging with the community.



Librarians at a USAID Quality Reading Project training in Qurghonteppa listen attentively to Regional Educational Department representative Safarmamad Alimardonov.

At the end of the training, all the librarians were given Librarian Guides jointly developed by the USAID Quality Reading Project and the USAID/Aga Khan Foundation Family Reading Project. By working together, the two projects were able to ensure consistency across schools and projects.

Table 8 provides details on the number of training

participants. Two representatives were invited to participate in the trainings from each project school.

Table 8. Participation in Sughd, Dushanbe and Zarafshon, DRS Librarian Training

City/District	Invited	Participated	DED/TTI Methodologist
Rudaki	91	77	1
Vahdat	69	38	1
Shahrinav	15	16	1
Tursunzoda	39	29	1
Hissor	80	77	1
Dushanbe	77	76	1
Faizobod	23	21	1
Roghun	7	8	1
Nurobod	32	30	1
Rasht	36	33	1
Sangvor (Tavildara)	3	4	1
Tojikobod	11	12	1
Lakhsh (Jirgatal)	7	8	1
Varzob	19	16	1
Aini	40	34	1
Panjekent	82	82	1
Gafurov	45	38	1
Asht	38	28	1
Machtchoh	30	24	1
Spitamen	24	20	1
Isfara	57	49	1
Khujand	20	19	1
Istaravshan	54	50	1
Zafarobod	17	15	1
Taboshar	2	2	1
Rasulov	13	13	1
Gonchi	35	29	1
Konibodom	38	35	1
Kairokum	9	8	1
Chakalovsk	3	3	1
Shariston	5	5	1
Total	1,021	899	31



Sara Walter, USAID Central Asia Deputy Regional Director with Daryl Martyris and Mavjuda Nabieva at school #5, Yovon, speaking with the school librarian and project staff on reading

On May 10, 2016, the USAID Quality Reading Project was pleased to host Ms. Sara Walter, Deputy Regional Mission Director, USAID Central Asia, during her visit to Yovon district. She visited School #5 with Daryl Martyris, Mavjuda Nabieva, and a representative from the USAID Quality Reading Project. Ms. Walter had the opportunity to visit classrooms, speak with the school director, and spend time in the school library with the librarian discussing the latter's work and the training received from the USAID Quality Reading Project.

Reading Camp Training

The Reading Camp Guide was finalized and the MOES approved its use and incorporation into existing training for summer school camps for primary grades. The USAID Quality Reading Project conducted reading camp trainings based on the Reading Camp Guide for educators during May 2016. Five-day trainings for 160 participants were held in Zarafshon, Sughd, Dushanbe, Kulob, and Qurghonteppa. Participants received a copy of the Reading Camp Guide, supplementary reading materials, and stationery for their schools.

The reading camp methodology and content were so well-received by MOES, that in June, the Dushanbe TTI requested the USAID Quality Reading Project to organize a training for educators from non-project schools in Dushanbe. Accordingly, project trainers conducted the reading camp training for 21 educators at the Dushanbe TTI.

Table 9. Participation in Sughd, Dushanbe and Zarafshon, DRS Reading Camp Training

City/District	Invited	Participated	DED/TTI Methodologist
Shahrinav	10	10	1
Tursunzoda	10	10	
Hissor	10	10	
Aini	8	8	
Panjekent	12	12	1
Khujand	10	10	1
Gafurov	10	10	1
Spitamen	4	4	
J. Rasulov	4	4	1
Kairokum	2	2	1
Panj	6	6	1
J.Balkhi	2	2	1
Dusti	4	4	
Vakhsh	4	4	1
Bokhtar	4	4	
Kurgonteppa	4	4	1
Sarband	6	6	1
A. Jomi	6	6	1
Yovon	4	4	
Kulob	8	8	1
Muminobod	8	8	1
Shamsiddin Shohin	8	8	1
Hamadoni	8	8	1
Khovaling	8	8	1
Total	160	160	17

Reading Camp at Schools

The USAID Quality Reading Project, in close collaboration with MOES, conducted Summer Reading Camps for students in grades 1-4 in 80 project schools. The camps were held for 14 days, starting in June. Reading camps use a structured approach to create a fun, non-formal learning environment in which children practice key reading skills like vocabulary, fluency, and comprehension, as well as foundational skills like letter and sound recognition.



Students participating in Reading Camps at School 2 Shamsiddin Shohin and School 21 IN Shahrinav.

The Reading Camps are designed for a maximum of 25 participants. However, the Reading Camps have been very popular and parents have been encouraging their children to attend in large numbers. The table below provides further details on attendance at reading camps.

Table 10. Reading Camp in Sughd, Kulob and Zarafshon, DRS and Qurghonteppa

District	# of Schools	School #s	Number of children
Kurgan-tube	2	13 & 15	51
Sarband	3	1, 4, 14	300
Vakhsh	2	1 & 7	50
Dusti	2	7 & 18	50
Panj	3	1, 5, 21	75
Jomi	3	1, 16, 62	75
Yovon	2	5 & 15	50
Balkhi	1	38	25
Bokhtar	2	4 & 5	50
Khujand	5	2, 3, 7, 12, 20	180
B. Gafurov	5	5, 25, 26, 29, 31	206
Spitamen	2	3 & 27	100
J. Rasulov	2	16 & 17	100
Guliston	1	14	25
Aini	4	1, 3, 15, 34	190
Panjakent	6	3, 6, 15, 25, 30, 32	231
Hissor	5	2, 3, 4, 30, 83	146
Tursunzoda	5	7, 12, 14, 55, 101	300
Shahrinav	5	3, 5, 9, 15, 21	200
Kulob	4	5, 9, 50, 53	106
Hamadoni	4	1, 2, 4, 18	107
Khovaling	4	3, 6, 12, 33	105
Muminobod	4	4, 14, 33, 50	100
Shamsiddin Shohin	4	1, 2, 3, 7	107
Total Schools	80	Total Participants	2,929

Campaign on Reading at Home and in the Community

Promotional calendars and videos about the role of reading at home were distributed by the USAID Quality Reading Project and were widely appreciated. These public awareness materials were so well appreciated by representatives at the MOES that they were shared with the Minister, who lauded their quality. The central component to the Campaign is through six public service announcements (PSA) on reading to be aired on national television. The six

PSA videos are based on the messages in the “Importance of Reading in the Family” and include content on:

1. **“Family Reading”**: The critical role of the family in setting aside time for children to read, together or separately.
2. **“The Children’s Schedule”**: Parents should make time to talk with their children daily about school, reading and learning.
3. **“Lead the Way”**: Because children naturally imitate their parents, it’s important that parents set a good example for their children in terms of inculcating a love for reading.
4. **“The Best Gift”**: There are many gifts we can give our children but the best gift is the gift of books.
5. **“Together is Better”**: Children do not have to read alone – they can read in groups of friends and peers.
6. **“Sweet Dreams”**: Reading to a child before bed, broadens a child’s vocabulary and helps the child relax before sleep.

The Minister has approved all six PSAs and has asked the three national TV channels to begin airing the PSAs.

In close collaboration with the local governments in Panjakent, A. Jomi and Kulob, the MOES and the USAID Quality Reading Project provided support to the Ministry of Culture and public libraries to conduct a campaign promoting family reading. The goal of the campaign was to engage parents and students to visit local libraries and encourage students to read non-textbook materials to increase their reading fluency, vocabulary, comprehension and general knowledge. More than 500 calendars were distributed to children and families during this campaign, in addition to prizes to students who participated in various reading competitions. At one event in rural A. Jomi district, the Ministry of Culture and the self-established and self-funded Women’s Groups (WGs) from Save the Children’s Women’s Empowerment Project, worked together to present a program of skits, poetry, puppet shows and stories all emphasizing the importance of out-of-school reading and the family’s role in their children’s education. The WGs have furthermore pledged to spread these important messages among their more than 6,500 members, which will demonstrate synergy between the projects.

Cartoon/Animation Partnership

The USAID Quality Reading Project continues to work with UNICEF, the Open Society Institute, and the MOES on the development of animation/cartoons promoting literacy. Literacy and community mobilization experts from the project actively participate in the animation working group convened by the MOES. The USAID Quality Reading Project’s role in the working group is to ensure reading-friendly scripts and imagery and the sub-titling of the cartoons in Tajik so that children are attracted to read the sub-titles while watching the cartoons. Originally, the working group expected that the first 25 cartoons would begin airing on Tajik television in June; however, the timeline has now been pushed back to the end of 2016. As of September, 14 episodes have been fully animated and approved by the MOES with the remaining nine episodes to be completed before the end of the year. UNICEF is organizing a public launch event tentatively scheduled for the end of October. The working group has begun discussions on the next 25 scripts and AKF will join the partnership at that stage.

Intermediate Result 4: Increased government support to improve reading

Sub Result 4.1: Increase dialogue about the existing environment for reading

Program staff have continued working to strengthen collaboration and cooperation with the MOES and its sub-institutions on all aspects related to the project and to primary-grades reading in general. Regular meetings are conducted with the primary education specialists of MOES, Academy of Education (AOE), RTTI, TTIs, REDs, DEDs and the Methodological Training Center to raise awareness of the importance of primary grades reading.



Former Director of RTTI, Ms. Latofat Nazirova presents at the joint RTTI-QRP workshop in Qurghonteppa

One such initiative was a joint USAID Quality Reading Project and RTTI workshop on reading methods for primary education methodologists from all the project districts. Two workshops were held, one from November 15-16, 2015 in Sughd and a second from December 15-16, 2015 in Qurghonteppa. One of the main objectives of the workshop was to strengthen collaboration with the key stakeholder of MOES on teacher training. A second objective was to create a platform where primary education methodologists from all the districts could share and exchange their two years project experience with their colleagues.



Director of the Qurghonteppa Teacher Training Institute (right) consults with USAID QRP program staff.

The USAID Quality Reading Project Education Manager also attended meetings with the Heads of Regional TTIs of Sughd, Kulob, Qurghonteppa and Dushanbe in order to enlist their cooperation with the mentoring component of the project. The idea was supported and the directors of these regional TTIs agreed to mobilize their primary education methodologists in the project's mentoring activities in schools. Collaboration between the USAID Quality Reading Project and MOES and its affiliates has increased and grown stronger during the reporting period. Almost all the submitted materials, scheduled workshops and trainings requiring MOES and its affiliates' approvals are approved in a short period without any delay. The program team meets regularly with MOES primary education specialists, the AOE, RTTI, TTIs, REDs, DEDs and the RMC to emphasize the importance of primary grades reading.

RTTI and its branch TTI offices in the regions have been fully involved in all the workshops, trainings and field visits. As an example librarian training in Khatlon was conducted jointly with regional TTIs in Qurghonteppa and Kulob cities in March 2016. This training was held in the TTI facilities of Qurghonteppa and Kulob. During this training, the heads of the TTIs were appointed as supervisory trainers for the assembled librarians. This initiative highly motivated regional TTIs, together with the USAID Quality Reading Project, to provide monitoring and mentoring services. The USAID Quality Reading Project regularly hold meetings with the Rector of RTTI, Mr. Qurbonzoda, during which the project team updates him on the USAID Quality Reading Project progress and activities for collaboration. The director expressed his willingness to continue to collaborate with the project in all respects related to primary-grade reading. He also promised that the RTTI will provide official certification to all primary-grade teachers who successfully completed IST at school level by the end of May 2017. The mechanism of certification will be designed by the RTTI and the USAID Quality Reading Project together in the October 2016.

Collaboration with the RMC continues in many aspects. Primary Education specialist of the RMC works as a National Trainer in IST trainings, including a role as facilitator in the IST

and Mentoring Trainings in January 2016. In addition, during the January 2016 IST and Mentoring Trainings, monitors from the RMC observed the trainings and provided comments and feedback on the quality of the trainings. In a meeting in February 2016, the head of the RMC, Mr. Shermahmad Yormahmadov, said that RMC monitors gave high marks to the USAID Quality Reading Project trainings. He also added that after they noted the high quality of the USAID Quality Reading Project trainings. In partnership with the RMC, the USAID Quality Reading Project can co-hosted a set of mentoring and Methodological Union strengthening workshops. The first was held in August in Khujand, a pair of follow-up workshops will be held in October in Dushanbe and Qurghonteppa.

The USAID Quality Reading Project continues to engage the MOES and its sub-institutions in Dushanbe and across the country on the role of reading in improving learning outcomes, motivating teachers and students and engaging the community. The success of events such as the one organized in A. Jomi with the Ministry of Culture and the Khatlon Women's Groups indicates the increased enthusiasm for supporting reading and libraries. The USAID Quality Reading Project has also been working with Ministry of Culture on the development of scripts for Mobile Puppet Theatre to encourage reading outside of school for fun. By working with the Ministry of Culture, the project ensures the inclusion of Tajik cultural messages alongside reading through entertainment.

USAID Quality Reading Project staff are also working with the RMC, RTTI and the AOE to develop a variety of workshops during the next quarters to discuss enhanced training methodologies, and to ensure further engagement and ownership by the various MOES sub-institutions of USAID Quality Reading Project activities, with a view to ensuring sustainability of project accomplishments to date.



Two young hosts emceed an event promoting the role of the family in children's reading in A. Jomi.

In their own words

The event was able to attract all participants' attention to the importance of quality reading of children and the role of libraries, families and communities in this direction. It was highlighted that children's education and the quality of their reading is not just the responsibility of education departments and schools but also a big responsibility of parents, community, librarians, and wider society if we want educated generations.

- Zuhro Murodova, Director Khatlon Organization of

Sub Result 4.2: Increase capacity to use reading assessment results

Both offices of the USAID Quality Reading Project have been working with their respective National Testing Centers (NTCs) to organize capacity building workshops.

During the reporting period, with the purpose of transferring of gained knowledge on EGRA, experience and instruments, the USAID Quality Reading Project organized and conducted two workshops for Tajikistan NTC staff. The first was in Kyrgyz Republic in November 2015 and intended for the staffs of NTC of Kyrgyzstan Republic and Tajikistan, the second – in Dushanbe is planned for October 2016. The main topics covered in workshops were psychometrics, test validity and reliability, EGRA data processing, factor analysis, regression analysis and other statistical topics. During the workshops, participants were acquainted with EGRA instrument, its structure and subtests.

The first workshop was originally planned for summer 2015, but due to staffing changes in home office, it was postponed to fall, November 2015. The workshop was held from November 23-26, in Bishkek. Participants included five specialists from Tajikistan NTC; the

Project's M&E Manager and its Data Coordinator/TraiNet Manager; and two other Project staff. The table below contains a list of NTC staff that participated in the workshop. In September 2015, NTC key specialists took part in a training organized by GIZ, so the agenda of the workshop was adjusted to avoid repeating covered topics. Fourteen specialists from Kyrgyzstan NTC participated in the workshop. The main topics of the workshop were EGRA and Psychometric data processing and analysis.

Table 11. NTC Tajikistan Capacity Building Participants

Tajik NTC staff	Position
Abduvosid Yuldoshev	Executive Assistant of Head of NTC
Jamshed Azimov	Test Development Specialist, Head of Department
Khayrullo Mirzoaminov	Head of Planning, Monitoring, Research and Development Department
Khisrav Evazov	ICT Specialist
Rustam Nazarov	Head of ICT Department

The workshop focused on improving the NTC's understanding of the EGRA tools, and helped to surface and solve several theoretical issues in data processing, analysis and results interpretation.

A training workshop for NTC analysts is scheduled to take place in Dushanbe in October, 2016, focusing on the specific needs of the Tajik NTC related to the EGRA and psychometric analysis. Representatives from both the NTC and USAID Quality Reading Project offices are invited to participate in the workshops that will focus on psychometric analysis, use of statistical software, and preliminary analysis of the 2016-midterm data. Unfortunately, the Tajik NTC was unable to attend a similar workshop held in mid-July in Bishkek due to scheduling conflicts with the finalization of the university entrance exam, but the project looks forward to the workshop in October in Dushanbe. To expand understanding and ownership of the assessment processes and data, MOES staff from the statistical department will also be included in the workshop, this will help increase the ministries commitment to impartial data driven assessment and decision-making.

The second workshop will be held next quarter from October 11-14, 2016. For this workshop, in addition to five specialists from the Tajikistan NTC and two from the Kyrgyz Republic, all M&E staff from the USAID Quality Reading Project will participate. The same specialists from Tajikistan NTC who participated in first workshop will participate in the next workshop. The difference from the previous workshop is that the 2016 participants will use actual EGRA data and introducing factor analysis.

RTTI, RMC, AOE and MOES officials are eager to see the new EGRA data. This year each director nominated four experts from each agency to serve as data collectors, team leaders or supervisors. These individuals were able to work directly with the USAID Quality Reading Project staff and implement or observe the data collection the process. Through this first hand involvement, the representatives from these sub-institutions are able to verify the impartiality and validity of the process. It is hoped that this will improve the government's acceptance of the EGRA and M&E data collection results when finalized in September. The project plans to convene its first midline dissemination activity with Deputy Minister Naziri's office in early October. Acceptance by the Deputy Minister is a crucial first step before public dissemination.

Sub Result 4.3: Strengthen the enabling environment to support improved reading instruction reform

In support of the primary education reform process, the USAID Quality Reading Project is working with the MOES and GPE-4 to map the alignment and gaps among the proposed

Grades 1-4 Tajik mother-tongue language standards, the USAID Quality Reading Project-approved IST, and the available textbooks. As the MOES is not planning to revise the textbooks until 2020, at the earliest, the USAID Quality Reading Project hopes to provide recommendations to the MOES and GPE-4 on possible USAID Quality Reading Project support measures to address gaps in classroom materials. This process will provide contextually-based recommendations that allow teachers to continue using existing teaching materials, textbooks and curriculum, while implementing the new competency-based standards approach until new textbooks and materials are ready after 2020. Ms. Pooja Nakamura, PhD, a literacy specialist at AIR, worked with representatives from GPE-4 and the MOES to review the available materials and proposed standards. Dr. Nakamura also held a focus group with twenty GPE-4 pilot school-trained teachers to better understand the on-the-ground implications for Tajik classrooms of the new draft standards as they relate to the existing materials. USAID has provided feedback on the report and Dr. Nakamura is revising the report accordingly. The USAID Quality Reading Project is in discussion with UNICEF to potentially include the recommendations from this activity in a presentation at the 2016 Joint Sector Review tentatively scheduled for late November.



Dr. Nakamura leading a focus group with teachers trained by GPE-4 on the draft competency-based standards for Tajik mother tongue instruction

The project continues to have regular meetings at the national, regional, and district levels to ensure active engagement from key stakeholders, answer questions about project activities and to plan for training and mentoring support. The Head of the Primary Education Department of the Tajikistan MOES, Aliev Abdujabbor, RTTI Rector Qurbonzoda, Shermahmad Yormahmadov, RMC Director, and Deputy Minister Naziri have been particularly supportive of the USAID Quality Reading Project.

As mentioned previously, the USAID Quality Reading Project was pleased to co-host several workshops with the MOES and GPE-4. The MOES and GPE-4 request for support from the USAID Quality Reading Project to review and finalize the Tajik language competency-based standards and IST materials was well received. The project was pleased to host the workshops to review teacher feedback of the pilot and to host the National Trainers workshop, both at the Dushanbe TTI. Deputy Minister Naziri demonstrated her commitment to this important activity by opening the workshop and providing guidance to the team.



USAID Quality Reading Project and GPE-4 workshop to review and finalize the Tajik language competency-based standards

The project has also increased its media exposure. This has been done through articles written by USAID Quality Reading Project beneficiaries (trained teachers), the showing of open lessons on local TV, and the inclusion of project activities and events in TV reporting on national channels including TV Safina and TV Bahoriston. As schools see open lessons and articles written by their colleagues in other regions, these teachers and schools have begun to organize their own similar activities for public dissemination. This local and national sharing allows teachers to share experiences. Attachment H for list of print and TV media.

IV. Progress against Work Plan

Table 12. Status of Activities USAID Quality Reading Project Tajikistan

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Program Start-Up																
Deliverable: Finalize annual work plan	AIR													Finalized work plan submitted to USAID	Accomplished	
Deliverable: Finalize PMEP	AIR													PMEP finalized and submitted	Accomplished	Updated annually as necessary
Intermediate Result 1: Improved reading instruction in grades 1-4																
Sub Result 1.1: Conduct a baseline qualitative analysis																
Deliverable: Presentation of Key Findings of Baseline Qualitative Analysis	AIR													Presentation to MOES with EGRA in November	Accomplished	Study is complete and submitted to USAID
Sub Result 1.2: Design in-service training (IST) package																
Draft reading standards for each grade 1 – 4	AIR, SC, MOES														Accomplished for QRP	Approved by MOES.
Draft reading and writing standards for each grade 1 – 4	AIR, SC, MOES													Grade 1-4 Reading Standards for Tajik and Russian Developed	Accomplished for QRP	Guide for teachers on Standards and using IST package on standards was requested by MOES. QRP developed an 18-hour IST on Tajik standards and a syllabus guide. Pending completion of the GPE-4 pilot, QRP will update materials accordingly.

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Deliverable: Finalize reading standards for grades 1 – 4	AIR, SC													MOES approved Reading and Writing Standards	Accomplished for QRP	Approved by MOES
Develop standard guide for teachers and other educators	AIR, SC, ED/ MOES														Accomplished for QRP	
Drafting standard guides for teachers and other educators	AIR, SC													Draft Standard Guides	Accomplished for QRP	Under redesign based on integration w ith all grade and subject standards as organized by GPE-4.
Finalizing the standard guides for teachers and other educators	AIR, SC													Finalized Standard guides for teachers and other educators	Accomplished for QRP	Approved
Develop teacher training materials/ adaptation of literacy boost manual/ translation	AIR, SC, MOES														Accomplished	
Finalize USAID QRP IST package	AIR, SC, MOES													Finalized Tajik and Russian IST packages for L2 and L3 training	Accomplished	Approved
Re-submission of developed IST materials for approval to the Board of the MOES	AIR, SC													Tajik IST is approved and Russian IST has been sent for approval	Accomplished	Approved
Deliverable: Final IST Packages	AIR, SC													Approved IST packages	Accomplished	Approved
Printing and distribution of IST Package	SC													Tajik and Russian IST for Master training-level & school-level trainings	Accomplished	Distributed to all school– distributing replacements/extra copies to TTIs, etc.
Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																
In-Service Teacher Training Conducted	SC, MOES															
Identify trained National Trainers for Master Trainers Cohorts 2 and 3	SC, MOES														Accomplished	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Conduct Training for Cohort 2 Master Trainers at target districts level	SC														Accomplished	
Cohort 2 School based trainings through roll-out of micro-modules	SC													3,880 teachers from 325 schools	Accomplished	
Conduct Training for Cohort 3 Master Trainers	SC														Accomplished	
Cohort 3 School based trainings through roll-out of micro-modules	SC													4,156 teachers from 460 schools	Accomplished	
Identify trained National Trainers for Master Trainers Cohort 4	SC														Accomplished	
Conduct Training for Cohort 4 Master Trainers in target districts	SC														Accomplished	
Cohort 4 School based trainings through roll-out of micro-modules	SC													575 teachers from 115 schools	Ongoing	Cohort 4 school-level training ongoing from February 2016-December 2016. Teachers regularly attend trainings.
Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																
Printing of mentoring / coaching guide for reading instruction support (IR 1.2-part of teachers package)	AIR, SC													Est. 18,000 copies, all cohorts	Accomplished	
Distribute guides to regional In-service TTI staff and DDs on Primary Grade	SC, MOES													Est. 18,000 copies, all cohorts	Accomplished	
Provide mentoring to Cohort 1 teachers	SC, Head Teachers, Directors													Est. 4700 teachers	Accomplished	
Provide mentoring to Cohort 2 teachers	SC, Head Teachers, School Directors													Est. 2100 teachers	Accomplished	
Provide mentoring to Cohort 3 teachers	SC, Head Teachers, School Directors													Est. 4700 teachers	Ongoing	Incomplete for some C3 schools

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Provide mentoring to Cohort 4 teachers	SC, Head Teachers, School Directors													Est. 2100 teachers	Ongoing	QRP-supported Cohort 4 Mentoring runs from February 2016 through December 2016. Follow -up mentoring with schools that need additional support based on the spotlight score card
Print out professional portfolio guide for teachers competencies	SC													Est. 18,000, all cohorts	Accomplished	Distributed with the IST package. Teachers use portfolios on a regular basis and this is incorporated into system
Implement portfolio system for evaluation of Cohorts 1-4 teachers / mentors competencies	SC, MOES													Portfolio system launched	Ongoing	Life of the project. Incorporated into IST
Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI													Monthly and Quarterly DED meetings with DD, TTI, etc.	Ongoing	Meetings with RED. RMC workshop for methodological offices in August. Workshop / training with RED/DED – Resource center in each DED
Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																
Review of current data collection tools (Tajik and Russian) to identify gaps and revise	AIR													EGRA and M&E midline & end line instruments reviewed and revised	Accomplished	2016 complete
Training of Data Administrators	AIR, NTC													Est. 100 data collectors and Supervisors	Accomplished	Selection in coordination with MOES
Administer outcome focused assessment tool – midline and end line	AIR, NTC, MOES, DED, RED													Mid and end line data collection administered	Accomplished	
Data Entry														Data entry	Ongoing	
Psychometric and statistical data analysis and reporting results of the outcome focused assessment	AIR, NTC													Psychometric Data analyzed and reported	Ongoing	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Deliverable: Submission of the report to USAID & MOES	AIR													EGRA and Midline and End line Reports	Next quarter	MOES accepts results and approves their dissemination.
Deliverable: Raw data submitted to USAID	AIR													Raw data submitted to USAID within 4 months of data collection	Next quarter	
Study relationship between Russian Federation curriculum and textbooks and Tajikistan Russian language standards and IST	AIR													Report	Accomplished	
Intermediate Result 2: Increased availability of reading materials																
Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan																
Develop a detailed list of appropriate, Tajik and Russian language books that are age and grade appropriate	AIR, MOES													Report	Accomplished	
Finalize and submit comprehensive review	AIR, MOES													English version submitted to USAID	Accomplished	
Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																
Provide low -cost primary grade materials available for classroom use and at home in all targeted communities	SC													Supplies for school made low -cost reading materials purchased; new books purchased	Ongoing	Phase 1 distributed by end of June – 212,000 units; Phase 2 pending
Distribute initial package of low -cost supplies available for use in classrooms and at home in all targeted communities and age and grade appropriate reading materials														Distributed to 1,804 school communities	Ongoing	
Intermediate Result 3: Increased out-of-school reading time																
Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life -long success																
Develop Family Program Reading Materials	SC													Posters, flyers, leaflets, etc.	Accomplished	
Print and disseminate Family Program Materials in school communities	SC													Materials printed and disseminated	Accomplished	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Define target community members and conduct orientation workshop / sessions	SC													85% communities targeted	Accomplished	
Explore Public-Private Partnership (PPP)																There are limited PPP options in Tajikistan. QRP will continue to explore opportunities including texting messaging with cell phone providers and other media partnerships.
School/ Community Libraries															On-Going	
Develop a Guide for Librarians on how to run the Book Chest	AIR - SC														Accomplished	
Conduct outreach programs to children and communities to promote reading - Cohorts 1-4 districts	SC - CLA													Conducted Reading Promotion Programs	Ongoing	
On-going monitoring and supervision of outreach programs	AIR - SC													Results of monitoring the programs available	On-Going	
Hold National Book Day/Literacy Day events															On-Going	
Design and conduct a variety of competitions around reading	AIR-SC													Reading Competitions and related activities are planned	On-Going	Around Book Day, Teacher's Day, and Navruz
Family Program	SC														On-Going	
Develop/adapt Family Reading' Flipbook	SC													Developed / adapted Parents' Flipbook	Accomplished	Approved. Distribution during January 2016 IST and Mentor training
Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC													25% of parents read for their children at home	On-Going	Engage Women's Groups
On-going monitoring and supervision of Family program	SC													Monitoring and supervision is conducted	On-Going	
Media Public Awareness Reading Campaigns															Ongoing	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Discuss cartoon collaboration with UNICEF and Open Society Institute	AIR-SC													Partnership Meetings	Accomplished	Develop mutually beneficial Letter of Cooperation with UNICEF, AKF, OSI
Sign MOU with UNICEF	AIR-SC													MOU signed	Accomplished	
Develop sub-titles for existing UNICEF produced cartoons														Sub-titles included in all cartoons.	Ongoing	15 episodes are complete and remaining 10 are expected by end of 2016
Collaborate on including reading centered messaging in second round of cartoons.	AIR-SC													Reading messages and images included.	Delayed	UNICEF and OSI pending Phase 2 until at least half of Phase 1 25 episodes are complete
MOES Reading Support Campaign	AIR-SC															
Promote workshop for MOES to develop their leadership in advocating reading (see "Media Public Awareness Reading Campaigns" & IR 4)	AIR-SC													Media/Public Awareness on Reading - Reading Campaigns, billboards, PSAs, posters	On-Going	Calendar and 6 PSAs completed
Sub-Result 3.2: Implement out-of-school reading activities																
Extracurricular activities to promote reading	SC														Ongoing	
Finalize the extracurricular activities guide	SC, AOE, Center for out-of-school activities													JumpStart, Camp Guide, Reading Buddies Guide, Guideline for Librarians, etc.	Accomplished	Camp Guide, Flipbook
Conduct workshop for planning and delivery of extracurricular reading activities (in conjunction with IR 1.3)	SC													Training is conducted for Cohorts 1-4 project school on conducting of extracurricular activities	Accomplished	
Conduct extracurricular activities at school level	DDs, Teachers													Implemented extracurricular activities at schools	Ongoing	
Reading Camp	SC															

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Finalize Reading Camp Guide and incorporate it into existing summer school camps for primary grades	SC													Reading Camp package completed	Accomplished	
Obtain approval of MOES on Reading Camp Guide for primary grades	SC													MOES approved	Accomplished	
Print and disseminate Reading Camp guide and supplementary reading materials / stationery to target schools	SC													2000 printed	Accomplished	Targeted schools for Reading Camps receive the guide
Support target schools to plan and deliver Reading Camps for primary grades	SC													3000 teachers and volunteers receive training to implement the Camps	Ongoing	Provision of sufficient number of volunteers for the Reading Camps
Conduct monitoring and evaluation of target school Reading Camps	SC, AIR													M&E results of the Reading Camps available	Ongoing	
Deliverable: Reading Camp Curriculum and materials adapted and incorporated	SC, AIR													Reading Camp modules/package submitted to USAID	Ongoing	
JumpStart																
Obtain approval of the MOES for JumpStart program and learning materials to the 10-day Grade 1 ABC preparations for first grade students	SC, AIR													MOES approved JumpStart program	Accomplished	
Print and disseminate JumpStart program and materials to target schools (will be delivered with IST package)	SC													Est. Cohorts 1-2 15,000; Cohorts 3-4 18,000	Accomplished	Delivered with IST.
Train C1 teachers to conduct JumpStart program in target schools (through IST)	SC													Train C1 teachers in 904 schools and monitor C2-4 Grade 1 teachers	Accomplished	Delivered with IST.
Deliverable: Jump Start Program and Learning materials incorporated into Grade 1 ABC entry program	SC													Guide submitted to USAID	Accomplished	Jump Start incorporated into 10 day "ABC Program" at beginning of Grade 1 School year.
Book Chest/ Library (also see SIR 3.1)															Ongoing	

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Develop a Guide for Librarians on how to run the Book Chest	SC, CLA													Guide Developed	Accomplished	
Deliverable: Guide for Librarians														Guide Submitted to USAID	Accomplished	
Identify and purchase additional readers/books for Book Chest	SC, AIR, MOES													Book Chest created	Ongoing	Phase 1 distributed by end of June – 212,000 units; Phase 2 pending
Disseminate books to the libraries in target schools/ communities	SC													1 Book Chest established per target school community	Ongoing	
Identify and train Librarians	SC													Librarians trained	Accomplished	
Monitoring of the use of books	SC, AIR													Book and Library activities monitored	Ongoing	
Reading Buddies	SC															
Train DDs and HMU to plan and facilitate Reading Buddies approach in target schools	SC, MOES													Guidelines of Reading Buddies developed and Master Trainers trained	Accomplished	
Intermediate Result 4: Increased government support to improve reading																
Sub-Result 4.1: Increase dialogue about the existing environment for quality reading																
Hold policy workshops best practices/policy	AIR, SC													One workshop in years 3 and 5 around an aspect of reading - best practices, standards, other related topics.	Ongoing	Schedule based on negotiations with various MOES institutions
Hold quarterly briefings with MOES	AIR, SC, AE, EDI													4 update meetings held throughout the year, minutes from meetings	Ongoing	
Hold bi-annual high-level forums on quality reading	AIR, SC													Bi-annual high-level forums on quality reading	Ongoing	Schedule based on negotiations with various MOES institutions
Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC													Assessment findings disseminated after finalized	Ongoing	Dissemination will be based on approval of MOES at district and school levels. Small and large group meetings / workshops as appropriate

Activities / Deliverables	Resp.	FY16												Outputs/ Products	Status	Comments
		Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	Jul	Aug	Sept			
Sub-Result 4.2: Increase capacity to use reading assessment results																
Develop capacity building plan for NTC	AIR													Developed annual NTC capacity building plan	Ongoing	Next workshop scheduled for Sept 2016
Organize capacity building workshop	AIR													2 capacity building workshop in Year 3 and 1 in each Years 4 & 5 provided on psychometric analysis	Ongoing	Based on MOES and NTCs timelines another workshop may be planned
Provide capacity building training to AE, EDI and NTC staff to analyze and report results	AIR, NTC													Capacity building workshops held	Ongoing	Next workshop scheduled for Sept 2016
Present findings on reading assessments to the MOES, NGOs and research institutions	AIR, MOES, NTC													EGRA and midterm and end line project presentations held for education stakeholders	Ongoing	MOES accepts results and approves their dissemination
Analyze and submit recommendations to MOES	AIR, NTC													Recommendations submitted to MOES	Next year	Recommendations will be based on end line results
Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																
Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR													Additional discussions with MOES and stakeholders so a focus is selected	Ongoing	MOES is supportive of changes to promote reading standards and curriculum
Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR													Strategic Plan created with MOES	Next year	
Monitoring & Evaluation																
Finalize PMEP	AIR													PMEP 2015 developed and finalized	Accomplished	Updated Annually as necessary
Deliverable: Quarterly Performance Reports	AIR													4 Quarterly Performance Reports	Ongoing	4th Quarter combined with Annual Report
Participant Training Reports	AIR, SC													TraiNet updated	Ongoing	
Deliverable: Annual Performance Reports	AIR													Annual Report developed	Ongoing	

V. Coordination with host governments, donors and implementing partners

Table 13. Key Meetings with USAID and Partners July – September 2016

Date / Location	Attendees	Subject	Follow-up / Notes
July 2016, NTC	Savzali Ja'farov, Deputy NTC Suhrob Aminov, QRP M&E Manager	Availability of NTC staff for participation in capacity building workshop in KR, July 2016	NTC staff cannot participate in capacity building activities due to heavy workload in summer, centralized entry exams.
July 2016, MOES	Aliev Abdujabbor, Primary Grades Department Head, Sherali Saidoshurov, Program Manager, Suhrob Aminov, QRP M&E Manager	Running Cohort 5 IST and mentoring trainings in August month of 2016	QRP conducts Cohort 5 IST trainings and mentoring trainings in August 2016
July 2016, RTTI	Khonali Qurbonzoda Rector/Head of RTTI, Sherali Saidoshurov, Program Manager, and Suhrob Aminov, QRP M&E Manager	Follow up on certification of QRP schoolteachers	RTTI supports certification and agrees to use QRP database of teachers completed IST trainings
August 2016, NTC	Khurshed Teshaev, NTC Head, Suhrob Aminov, QRP M&E Manager	Availability of NTC staff for participation in capacity building workshop in Tajikistan, Fall 2016	NTC will nominate staff for the workshop in Tajikistan, in September or October 2016
August 2016, NTC	Khurshed Teshaev, NTC Head, Suhrob Aminov, QRP M&E Manager	Participation of NTC staff in small EGRA instrument finalization workshop/meeting	NTC nominated Lola Mansurova and Nurillo Mirzomatov for the workshop
1-6 July 2016, MOES	Latofat Naziri, Deputy Minister Aliev Abdujabbor, Head of Department pre-primary and secondary Education Sherali Saidoshurov, QRP	August IST and Mentoring trainings	MOES assists in providing official letters to DED on the upcoming trainings.
3 August 2016, RED	Sherali Saidoshurov, USAID Alimardonov Safarmahmad, Head of Primary Education Department, Khatlon	RED support on IST and Mentoring trainings	
5 August 2016, RTTI	Sherali Saidoshurov, QRP Khonali Qurbonzoda, Head of RTTI	Certification of teachers	USAID QRP and RTTI jointly develop develops a program and schedule for the certification
8 August 2016, RMTC	Sherali Saidoshurov, QRP Shermahmad Yormahmad, Head of RMC	Upcoming workshop for primary education methodologists	USAID QRP and RMTC jointly develop program and schedule of the workshop
29 August 2016	Sherali Saidoshurov, QRP Latofat Naziri, Deputy Minister Aliev Abdujabbor, Head of Department pre-primary and secondary Education Sherali Saidoshurov, QRP	Update MOES on IST and Mentoring Trainings	Provide MOES information on the next quarter USAID QRP events

Date / Location	Attendees	Subject	Follow-up / Notes
8 September 2016, MOES	Sherali Saidoshurov, QRP Latofat Naziri, Deputy Minister Aliev Abdujabor, Head of Department pre-primary and secondary Education	MOES approval of PSA	MOES provides official letter to air PSA on three national TV stations

VI. Summary of Administrative, Operational and Staffing Issues

Administration and Operations

- Payment of vendors is delayed due to delay in 2016 VAT exemption approval from Ministry of Foreign Affairs
- Save the Children's Subcontractor's Senior Awards Manager, Hazem Shawky was substituted Lindsey Lange and he was appointed to be the designated point of contact.

Project Staffing

- Both AIR and Save the Children are fully staffed in Tajikistan.

Table 14. International travel completed this quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Suhrob Aminov Firuza Rahmatova Amriddin Karakhonov	Bishkek, KR	July 10-17, 2016	Participation in capacity building/EGRA data processing workshop for NTC staff
Saodat Sangova	Bishkek, KR	25-28 July, 2016	Training on finance and budgeting
Kathryn Fleming	USA	August 4-28, 2016	R&R

VII. Planned Activities for the Next Quarter (October – December 2016)

OVERALL GOAL: READING LEVELS INCREASED AMONG GRADES 1-4 STUDENTS

Intermediate Result 1: Improved reading instruction in grades 1-4

Sub Result 1.2: Design in-service training (IST)

1. Continue to support the review and improvement of the Tajik-language mother tongue standards now under the leadership of GPE-4

Sub Result 1.3: Conduct in-service trainings for teachers and other educators

1. Cohort 4: School-based trainings through roll-out of micro-modules
2. Cohort 5: School-based trainings through roll-out of micro-modules

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

1. Provide mentoring support to Cohorts 3, 4 and 5 teachers

Sub Result 1.5: Extend implementation of classroom-based reading diagnostics; administration of national, standardized midline and end line reading assessments

1. National Testing Center Psychometric Capacity Building workshop
2. Item review and planning workshop for 2017 endline data collection including feedback from RTI evaluation
3. Sensitize the MOES and its sub-institutions on 2016 EGRA results
4. Organize 2016 Midterm EGRA Dissemination Conference
5. Develop and disseminate video and manual on Formative Assessment for classroom use

Intermediate Result 2: Increased availability of reading materials

Sub Result 2.1: Conduct a comprehensive review of primary grade-level reading material

1. Review new available titles in Tajik and Russian for second procurement of books under sub-result 2.2
 - a. A limited number of age- and grade-appropriate books will be distributed to Russian school libraries

Sub Result 2.2: Ensure a mix of reading materials are used by schools and communities

1. Provide support to teachers to create more low-cost literacy materials
2. Promote contribution of additional reading materials by parents to schools
3. Second phase of book procurement and distribution to all project schools

Intermediate Result 3: Increased out-of-school reading time

Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success

1. Disseminate materials based on the Parents' Guide to Reading with Children in the Family
2. Design and conduct community outreach programs with Ministry of Culture and Organization of Women's Groups
3. Monitor Mobile Theater activities in project sites

Sub-Result 3.2: Implement out-of-school reading activities

1. Strengthen Reading Buddies program
2. Roll-out of media campaign
3. Mobile Theatre program
4. Family Reading Campaign with community meetings

Intermediate Result 4: Increased government support to improve reading**Sub Result 4.1: Increase dialogue about the existing environment for reading**

1. Regular meetings with MOES and its sub-institutions at the national and local levels
2. Organize workshops on reading and mentoring with RMC and RTTI
3. Collaborate with RTTI and regional TTIs on certifying teachers who completed the 72-hour IST

Sub Result 4.2: Increase capacity to use reading assessment results

1. National Testing Center Psychometric Capacity Building workshop
2. Item review and planning workshop for 2017 endline data collection including feedback from RTI evaluation

Sub Result 4.3: Strengthen the enabling environment to support improved reading instruction reform

1. Conduct conference on reading with the Academy of Education
2. Communicate with media to advocate the importance of reading in the primary grades in schools
3. Participate in Donor Coordination Committee Education Working Group on education reform including the Joint Sector Review tentatively scheduled for November 2016
4. Submit abstracts on Assessment and Teacher Reforms presentations at the Comparative and International Education Conference scheduled for March 2017 in Atlanta, Georgia
5. Develop CD/DVD that includes all project related training materials and videos

Table 15. Planned international travel for next quarter

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Saule Khamzina	Dushanbe, TJ	October 5-12, 2016	EGRA planning and NTC capacity building
QRP KR M&E Staff (TBD) 2 NTC Statisticians (TBD)	Dushanbe, TJ	October 9-15, 2016	NTC Capacity Building Workshop
Asel Abdymanova	Dushanbe, TJ	October 9-12, 2016	Finance and Budgeting
Barbara Greenwood	Dushanbe, TJ	October 5-12, 2016	Meetings with USAID and MOES on EGRA
Todd Drummond	Dushanbe, TJ	October 6-18, 2016	NTC Capacity Building and present EGRA findings to DM Naziri
Pooja Nakamura	Dushanbe, TJ	Late November TBD	Present at Joint Sector Review - TBC
Barbara Greenwood	Dushanbe, TJ	November	Quarterly Meetings and Management

Name of Traveler	Destination (s)	Dates of Travel	Purpose of trip
Kathryn Fleming	Bishkek, KR	November/December	Project Planning and Management
Sherali Saidoshurov	Bishkek, KR	November	Experience and best practice sharing
Colin Alfred	Dushanbe, TJ and Bishkek, KR	November	TA support

VIII. Progress against Performance Monitoring and Evaluation Plan

Table 16. Performance Monitoring and Evaluation Reporting Table and Scorecard – Tajikistan

	Target met (>90%)
	Target nearly met (75%-89%)
	Target not met (<75%)

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of achievement \Score	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	TJ: 27.5%	TJ: 20% percent increase	n/a	n/a	n/a	n/a	TJ: 45.8%	229%	
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	TJ: 35.6%	TJ: 50%	n/a	n/a	n/a	n/a	TJ: 52.8%	106%	
Intermediate Result 1: Improved reading instruction in grades 1-4													
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	KG: 85% TJ: 85%	n/a	n/a	n/a	n/a	TJ: C2L3: 44.8% C4L2: 87.8% C5L2: 66.3%	53%	Percent counted for Cohort 2 Level 3. Remaining L3, school-level pending
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	KG: 26% TJ: 20%	KG: 50% TJ: 50%	n/a	n/a	n/a	n/a	TJ: 33.2%	66%	

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of achievement \Score	Comments
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	n/a	TJ: 160,117 Y16 = 181,000 Y15 = 20,883	C1 Total: 224,114 Kulob: 70,585 Sughd: 23,770 Dushanbe: 13,761 Qurghonteppa: 115,998	TJ: 86,661 C2 Students (new)	TJ: 127,661 C2: 86,661 C3: 82,139 (verified 41,000)	TJ: 101,592 16,401=C1 &2 76,372=C3 8,819=C4_L2	TJ: 101,592 (49,985F +51,607M) 16,401 (7971F+8430 M)=C1&2 76,372 (37693 Fem+38679 male)=C3 8,819 (4321F+4498 M)=C4_L2	63%	Quarterly data was not verified as not all the schools; final annual data is correct verified (i) C1&2 that reported in 2016 (ii) 187 schools of Cohorts 1-3 have not reported yet
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	n/a	TJ: 1,804 (C1, C2, C3, C4 schools)	TJ: 1,804	TJ: 1,805	TJ: 1,806	TJ: 1,807	TJ: 1,807	100%	Number of schools changed due schools included per MOES request and schools excluded as newly closed 1,494 (C1,2,3) reported on L3 187 (C1,2,3) no L3 reports 126 (C4) not completed L3
7	Number of in-service training packages developed and approved by MOE	type	training package, approval document	annually	n/a	1: Y16= 0; Y14= 1 remained	TJ: 0	TJ: 1(Rus)	TJ: 0	TJ: 0	TJ: 1(Rus)	100%	MOES approved Russian IST and amended original approval letter to include both Tajik and Russian

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of achievement \Score	Comments
8*	Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodologist, advanced teacher) Primary grade teachers (except mentors) 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	TJ: 8,449 Y16= 6,000 Y15= 2,449 remaining	TJ: 1,137 C1L3	TJ: 3,508 (3,093=C2L3 415 = C4L2)	TJ: 4,046 4046=C3L3 (verified 2000)	TJ: 0 no new teachers	TJ: 6,349 1,137 (C1L3) 4,797 (C2&3L3) 415 (C4L2)	75%	(i) Quarterly data was not verified as not all the schools submitted reports, final annual data is correct verified (ii) The result is for teachers completed 72 academic hours
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, we don't think indicator 9 adds any new information. The following indicators will keep their original numbering for consistency in reporting.											
10	Number of in-service training materials distributed to teachers/other educators.	type, # of copies	part of training roster	according to training schedule	n/a	TJ: 6,230	IST training modules: 3,417	0	TJ: 5,400 Tajik IST: 5,000 Russian IST: 400	0	TJ: 8,817	141.5%	Q1 data is for C4L2 + remaining teachers from C1-3; Collection of the Delivery Act are in the process
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	TJ:350	TJ: 3,417 IST training modules (includes mentoring guide):	0	TJ: 5,400 (as a part of IST Manual)	0	TJ: 8,817	2519%	The mentoring guide was included as a chapter in the IST module

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of achievement Score	Comments
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 28% TJ: 9%	TJ: 30%	n/a	n/a	n/a	n/a	TJ: 35.8	119%	
Intermediate Result 2: Increased availability of reading materials													
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 15% TJ: 10%	TJ: 20%	n/a	n/a	n/a	n/a	TJ: 3%	15%	
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities\ libraries	Type, # of copies	material distribution roster	annually	n/a	TJ: 349,760 Y16= 150,000 Y15= 200,000-240 =199,760	0	0	TJ: 216,000	0	212,048	61%	Delivery of 212,048 books confirmed. Phase 2 book distribution next quarter
Intermediate Result 3: Increased out-of-school reading time													
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C 2&3, endline	-	KG: 6% TJ: 6%	n/a	n/a	n/a	n/a	TJ: 46.6%	776%	

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of achievement Score	Comments
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	TJ: 50%	0	0	TJ: 8.7% Kulob: 8.7% Sughd: 7.9% QT: 7.5% Zarafshon: 17.4% DRS: 7.2%	TJ: 38.3%	TJ: 47% Reading Camps 10% (1063F+973 M) Reading Buddies 35% (2270F+2042 M) One-time events 55% 31077F+29021M	94%	
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 84% TJ: 73%	KG: 84% TJ: 73%	n/a	n/a	n/a	n/a	TJ: 77.9%	107%	
18	Percent of primary grade students participating in at-home reading program	region, gender, language	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	KG: 90% TJ: 70%	KG: 90% TJ: 85%	n/a	n/a	n/a	n/a	TJ: 80.6%	95%	
19	Number of out-of-school reading activities	Region, school	activity roster	by schedule of activities	0	TJ: 1,850 Y16=1,695 Y15=155 remaining	0	0	TJ: 391 Reading Camps: 80 Jump Starts: 0 Reading Buddies: Sughd-175, Kulob-18, KT-118	TJ: 640 R. Buddies: 69 One-time reading events: 571	1,257 Dushanbe: 47 DRS: 238 Sughd: 325 Kulob: 181 QT: 240 Zarafshon: 226	68%	Reported in Q4 as data was collected in Q4; Events include Reading Buddies, Reading camps, One-time reading events (no Jump Start)

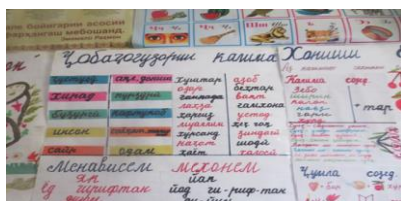
#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY 2016	Actual Q1 FY 2016	Actual Q2 FY 2016	Actual Q3 FY 2016	Actual Q4 FY 2016	Total FY 2016	% of achievement \Score	Comments
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	TJ: 7,670 Y16=4,525 Y15=3,145 remaining	TJ: 41	TJ: 727	TJ: 1,834	TJ: 4,168	TJ: 6,770 F: 4,487 M: 2,283	88%	Parents program (data was collected in Q4); Reading Camps, Librarians Training
Intermediate Result 4: Increased government support to improve reading													
21 *	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	TJ: 1	Not this quarter	Not this quarter	TJ:1	Not this quarter	1	100%	In April 2016
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	TJ: 0	0	0	0	0	0		Not this year. Planned for January 2017 with pre-meetings Q1
23 *	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	n/a	govt documents	Annually	0	TJ: 0	0	0	0	0	0		Achieved in PY1, piloted by MOES, finalized by QRP support this FY16

IX. Success Story

SUCCESS STORY

Kulob Schools Build Student Engagement

Schools in Kulob use new teaching methods to develop interactivity and student engagement



Stimulating learning aids in a Kulob



Students show off their work in Kulob

The USAID Quality Reading Project works with 340 schools in the Kulob area of Tajikistan. Across Kulob's 10 districts, the USAID Quality Reading Project closely cooperates with hundreds of committed primary grade teachers. In many schools, teachers have built reading corners and libraries within their classrooms and created catalogs of their books. Students regularly borrow books to read. Teachers ask students questions to ensure that they have comprehended the books they borrowed. The USAID Quality Reading Project trainings aid primary teachers in getting students directly involved in their own learning processes.

Kulob's School #5 employs 21 primary teachers. Each teacher utilizes the USAID Quality Reading Project approaches. Sharipova Guljahon, a Grade 3 teacher who participated in the USAID Quality Reading Project, instructs 29 students. She leads various activities that build vocabulary and comprehension skills, address common language issues, teach letters, and cultivate phonemic awareness.

Pupils said they enjoy school when the lessons interest them. This was clear from the enthusiastic behavior witnessed during classroom observation visits. Teachers strive to create stimulating learning environments. Inspiring learning aids and displays reinforce class material and show students how to improve their work. The strong relationships between students and teachers foster a productive learning space. Nearly every teacher noted the marked change in student behavior after the adoption of the USAID Quality Reading Project methods. Before, students were withdrawn and unable to answer questions. After, pupils actively engaged in classwork. They answered all questions and played with other students. Ms. Guljahon remarked, "I feel as if the students now eagerly anticipate our lessons, and we earn respect for using new methods. I like the USAID Quality Reading Project methods better than other approaches because they teach [students] to explain their opinions. The lessons engage all pupils and promote reading books."

Acting director for School #5, Murodova Zebo, stated that "there was motivation in classes," referring to the high levels of student participation and responsiveness to teachers' questions.

Telling Our Story
U.S. Agency for International Development
Washington, DC 20523-1000
<http://stories.usaid.gov>

X. Attachments

Attachment A: Equipment

Table 17. Non-Expendable USG Equipment per page 24 of Contract Modification #3

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price TJS	Purchase Price USD
0054	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0055	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0056	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0057	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0058	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0059	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0060	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0061	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0062	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0063	IT Equipment	Laptop for scanner	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0064	IT Equipment	Laptop	13 Jan'14	HP Probook 4540s	3,861.00	\$808.90
0065	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$933.14
0066	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$933.14
0067	IT Equipment	Monitor/Desktop	13 Jan'14	HP LV2010	4,455.00	\$933.14
0068	IT Equipment	Server/Processor	13 Jan'14	HP Proliant ML310eGen8	9,009.00	\$1,887.01
0069	IT Equipment	Server/Monitor	13 Jan'14	Samsung/S19C150F	1,040.00	\$217.84
0070	IT Equipment	Server/UPS 1500 kw	13 Jan'14	Mercury Elite 1500 Pro	965.00	\$202.13
0074	IT Equipment	Printer	13 Jan'14	Canon i-SENSYS LBP-7100CN Color Laser	2,045.00	\$428.34
0075	IT Equipment	XEROX	13 Jan'14	Xerox WorkCenter 3220 (3220V/DN)	7,177.00	\$1,503.28
0080	IT Equipment	Projector	19 Mar'14	ACER X1240MR DLP QNX1108	3,593.10	\$747.20
0083	IT Equipment	Screen	19 Mar'14	Screen 200x200 I-VIEW Tripod	449.40	\$93.45
0087	IT Equipment	Printer MFP	20 Mar'14	HP LaserJet M1132 MFP	2,250.00	\$455.23
0088	IT Equipment	Scanner	14 Mar'14	Canon Image Formula DR-G1110	-	\$8,025.31

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price TJS	Purchase Price USD
0093	IT Equipment	Laptop	27 May'14	HP Pavilion DV7-4325SR	4,171.00	\$851.93
0117	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$950.69
0118	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$950.69
0119	IT Equipment	Laptop	29 Sep'14	HP 15-D037DX	4,698.87	\$950.69
0142	IT Equipment	Printer MFP	28 Nov'14	HP LaserJet M1132 MFP	2,237.40	\$440.32

Table 18. Expendable Equipment Over US\$500 in accordance with AIR's Field Finance Manual Procurement Guidelines

Asset ID	Equipment Type	Description	Acquisition Date	Model #	Purchase Price TJS	Purchase Price USD
0034 (01-02)	Furniture	Meeting table	18 Oct'13	n/a	2,850.00	\$598.74
0110	Equipment	Air-Conditioner	25 Aug'14	AR12HQFNAWKXER	4,394.50	\$889.11
0121	Equipment	Air-Conditioner (inside block)	17 Oct'14	GVHN24AANK1A1A/I	8,375.00	\$1,680.94
		Air-Conditioner (outside block)		GVHN24AANK1A1A/O		

Disposition from Creative Associates International

All materials, supplies, expendable, and non-expendable equipment from Creative Associates International have an estimated fair market value between US\$7 - US\$350.

Attachment B: Reports, Analyses, Documents Produced

1. Annual Report October 2014-September 2015
2. PMEP Report October 2014-September 2015
3. Quarterly Report October-December 2015
4. Quarterly Report January-March 2016
5. Quarterly Report April-June 2016
6. Librarian Guide
7. Reading Camp Guide
8. Parents' Guide "Importance of reading with the children in the family" (Russian version)
9. 2016 EGRA Mid-line Report Tajikistan

Attachment C: USAID Quality Reading Project - Personnel Summary

**Salary information will be provided separately to USAID*

AIR

	Name	Title	LOE	Salary Rate/TJS
1	Nigora Faizieva	Finance and Administration Manager	100%	-
2	Suhrob Aminov	M&E Manager	100%	-
3	Shoira Nizamova	HR and Procurement Officer	100%	-
4	Murodali Madumarov	Finance Officer/Accountant	100%	-
5	Omar Dadaev	IT Specialist	50%	-
6	Alijon Kurbonov	Administrative and Logistics Officer	100%	-
7	Adiba Kosimova	Data Coordinator/TraiNet Manager	100%	-
8	Shafoat Gozieva	M&E Coordinator Kulob	100%	-
9	Suhrob Tavarov	M&E Coordinator Kurganteppa	100%	-
10	Mahsud Mukhidinov	M&E Coordinator Zarafshon	100%	-
11	Firuza Rahmatova	M&E Coordinator Khujand	100%	-
12	Zhola Davlatmandova	M&E Coordinator Rasht	100%	-
13	Khushbakht Shukurov	M&E Coordinator DRS regions	100%	-
14	Amriddin Karakhonov	M&E Coordinator Dushanbe	100%	-
15	Shukhrat Makhmadullaev	Driver	100%	-
16	Zulfiya Tuychieva	Cleaner	100%	-
17	Amrullo Imatov	Security Guard	100%	-
18	Siyavush Saidqul	Security Guard	100%	-
19	Abutolib Toshbaev	Security Guard	100%	-
20	Komron Mukhabatov	Security Guard	100%	-

Save the Children

	Name	Title	LOE	Salary Rate/TJS
1	Thomas Wimber	Country Director	12%	-
2	Sherali Saidoshurov	Project Manager Tajikistan	100%	-
3	Nematova Mastura	Regional Field Coordinator Kurganteppa	100%	-
4	Zafar Dorgabekov	Regional Field Coordinator Kulob	100%	-
5	Matluba Atabaeva	Regional Field Coordinator Sughd	100%	-
6	Nabi Kodirov	Regional Field Coordinator Zarafshan	100%	-
7	Umeda Ermatova	Regional Field Coordinator, Dushanbe/DRS	100%	-
8	Parviz Shomirzoev	Finance/Grants Manager- Dushanbe	20%	-
9	Timur Mukairshoev	Grant/Awards Officer-Dushanbe	20%	-
10	Dilovar Bozorov	QRP Finance Officer	100%	-
11	Shamsiya Nazarshoeva	Finance Officer - Dushanbe	20%	-
12	Muboriz Mirzobaytov	Finance Officer - Dushanbe	20%	-
13	Irina Mazur	Admin Manager - Dushanbe	20%	-
14	Gulbahor Ataeva	Admin Officer - Dushanbe	20%	-
15	Muyassar Saidjaffarov	IT Officer - Dushanbe	10%	-
16	Ukbol Shoinov	IT Officer - Dushanbe	10%	-

	Name	Title	LOE	Salary Rate/TJS
17	Saida Ziyoeva	HR Manager- Dushanbe	20%	-
18	Kamilla Yuldasheva	HR Officer	20%	-
19	Shuhrat Akhmed Akhunov	QRP Field Logistics Officer	100%	-
20	Shahnoza Toirova	QRP Field Logistics/HR Assistant	100%	-
21	Tumanov Ahliddin	Driver - Dushanbe	20%	-
22	Yoftakov Davlat	Security Guard	20%	-
23	Naimjon Akhmedov	Security Guard	20%	-
24	Mahmadikrom Shirinov	Security Guard	20%	-
25	Shohin Avazov	Security Guard	20%	-
26	Zubaidullo Hotamov	Community Mobilizer – Kurganteppa 1	100%	-
27	Gozieva Mushkinisso	Community Mobilizer – Kurganteppa 2	100%	-
28	Gulchehra Yormatova	Community Mobilizer – Kurganteppa 3	100%	-
29	Saodat Karimova	Community Mobilizer – Kulob 1	100%	-
30	Umedjon Mamadaminov	Community Mobilizer – Kulob 2	100%	-
31	Marhabo Ibrohimova	Community Mobilizer – Khujand 1	100%	-
32	Nigina Mirzoeva	Community Mobilizer – Khujand 2	100%	-
33	Nasimjon Abduev	Community Mobilizer – Khujand 3	100%	-
34	Tohirjon Azizov	Community Mobilizer – Zarafshan Valley	100%	-
35	Kholis Saddurdinov	Community Mobilizer – DRS 1	100%	-
36	Tojiddin Murodov	Community Mobilizer – DRS 2	100%	-

International Staff - AIR

	Name	Title	LOE	Salary Rate/US\$
1	Barbara Greenwood	Chief of Party	0%	-
2	Kathryn Fleming	Deputy Chief of Party	100%	-
3	Jerry Mindes	Project Manager	12%	-
4	Todd Drummond	Assessment Specialist	4%	-
5	Amy Todd	M&E Specialist	10%	-
6	Pooja Nakamura	Technical Quality Assurance Director	5%	-
7	Rebecca Stone	Literacy Specialist	2%	-
8	Snyezhanna Ishchuk	Finance Associate	18%	-

International Staff – Save the Children

	Name	Title	LOE	Salary Rate/US\$
1	Colin Alfred	Basic Education Specialist	7.5%	-
2	Jennifer Upton	Director-Finance Management	2%	-
3	Hazem Shawky	Awards Manager	4.62%	-

Attachment D: Subcontracts

Subcontractor Name: Save the Children

Services to be Performed:

**Financial information will be provided separately to USAID*

Sub-contract Budget: Tajikistan		Amount
a.	Direct Costs (Direct Labor and Fringes)	-
b.	Other Direct Costs	-
c.	Indirect Costs	-
	Total Estimated Cost	-
d.	Fixed Fee	-
e.	Total Estimated Cost plus Fixed Fee	-

Intermediate Results:

Intermediate Result 1: Improved reading instruction in grades 1-4

Sub Result 1.2: Design in-service training (IST)

Sub Result 1.3: Conduct in-service trainings for teachers and other educators

Sub Result 1.4: Strengthen systems for teacher mentoring/coaching

Intermediate Result 3: Increased out-of-school reading time

Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success

Sub-Result 3.2: Implement out-of-school reading activities

Attachment E: Implementation Challenges and Lessons Learned

Approval processes

Due to the positive collaboration and relationship with MOES and its sub-institution there are no major issues that hinder the implementation of the project at this time.

Although there are still delays with the approval process of the USAID Quality Reading Project activities and materials by the MOES and its sub-institutions, these delays have dramatically reduced throughout Year 3. That said, bureaucracy and approvals through the Ministry of Foreign Affairs, the MOES and its sub-institutions continues to be delayed and often require rescheduling of events and trainings. The recent workshops with the RMC and RTTI have helped improve collaboration and planning but approval delays are still a recurring challenge.

From these challenges, we have learned that we need to address and negotiate the issues with all the MOES sub-institutions and specialists on a regular basis until we come to an agreement and move the process forward. Site visits from MOES, RTTI, RMC, and AOE staff to trainings and activities has helped them to understand the value of the projects work to improve reading and learning outcomes and as such has improved coordination with government institutions.

IST – Cohort 5

There continue to be issues related to insufficient number of Master Trainers or under-qualified Master Trainers in some of the schools. In August, the USAID Quality Reading Project hosted a so-called Cohort 5 Master Training. The schools invited to this training were the schools that did not complete school-level trainings under Cohorts 1-3 for various reasons. For example, some schools did not send the appropriate teachers to the Master Level Training; some schools were not able to participate due to logistical or scheduling conflicts; some Master Trainers were re-assigned, retired, or out on sick/maternity leave. No new schools were added to the program. Cohort 5 was designed to fill gaps at schools that had difficulty delivering or completing quality school-level IST activities.

Competency-based Standards for Reading

The MOES, GPE-4, and the USAID Quality Reading Project continue to collaborate on the revision of the competency-based standards for reading in Tajik language. There have been ongoing discussions on the structure and content of the standards documents. The MOES rolled out the training for primary grade competency-based standards including Tajik Mother Tongue in August to all teachers across Tajikistan. The MOES requested support from the USAID Quality Reading Project and other donors to cover the costs of the printing and the trainings. Through the Donor Coordinating Committee - Education Working Group, the MOES was informed of concerns over the quality and implementation of the training process and that no donor funds would be available at this time. The MOES proceeded with the competency-based Standards training in August 2016.

The August 2016, the USAID Quality Reading Project IST training for Cohort 5 overlapped with the roll out of GPE-4 Competency-based Standards training. To solve the overlap issues with GPE-4, meetings were held to discuss the issue and coordinate interventions and trainings. Cohort 5 was implemented as planned despite the overlapping trainings. Unofficial feedback from schools has indicated that the August GPE-4 trainings were complicated and teachers expressed concerns about their ability to implement them particularly without any written materials on the standards to guide them. That being said, teachers who participated in the USAID Quality Reading Project IST process indicated that they were able to

understand the new standards and expectations related to competency-based standards, particularly for Tajik Mother Tongue because of the project's IST training, which included all of the components of the competency-based standards. The physical structure in the GPE-4 standards are slightly different but the content is the same, so teachers have indicated that they can use the USAID Quality Reading Project IST materials to guide them through the official transition to an education system based on competency-based standards.

Out-of-School Activities

The majority of planned out-of-school activities had previously experienced considerable delays in approval. All out-of-school activities began rolling out in full in June 2016. These included reading camps, mobile puppet theater, librarian training, and community/parent sensitization meetings.

Collaboration with UNICEF on the cartoons continues to be delayed. The launch event is now scheduled for late October 2016. Of the 25 planned cartoons, 14 will be complete at this time. UNICEF is running roughly one year behind their original timeline with the MOES because of MOES approval processes. Although the UNICEF delay is unfortunate, it does increase the opportunity for the USAID Quality Reading Project to have greater influence on imagery, messaging and scripts in support of a reading friendly environment. The remaining 11 cartoons are expected to be completed before the end of the year.

VAT exemption

USAID and the US Embassy submitted the VAT exemption request to the Ministry of Foreign Affairs for processing in July. The previous VAT exemption has expired and vendors are requiring payment. Long-term vendors are working with us to delay payment until the VAT exemption is approved but with pending large-scale procurements for the Phase 2 books and printing of materials, the approval of the VAT exemption is critical.

Attachment F: Year Four Work Plan

	Activities / Deliverables	Resp.	FY17														FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct					
1	Program Start-Up																			
2	Deliverable: Finalize annual work plan	AIR																		
3	Deliverable: Finalize PMEP	AIR															Updated annually as necessary			
4	Intermediate Result 1: Improved reading instruction in grades 1-4																			
5	Sub Result 1.1: Conduct a baseline qualitative analysis																			
6	Sub Result 1.2: Design in-service training (IST) package																			
7	Deliverable: Finalize reading standards for grades 1 – 4	AIR, SC, MOES															Tajik and Russian versions completed by QRP submitted to USAID with English Translations	QRP finalized the Tajik and Russian standards and submitted to the MOES in 2014. GPE-4 has adapted Tajik and is rolling out training as part of the overall reform education reform project for all subject and grades. The MOES is not proceeding with Russian Mother Tongue Standards		
8	Sub-Result 1.3: Conduct in-service trainings for teachers and other educators																			
9	In-Service Teacher Training Conducted																			
10	Cohort 4 School based trainings through roll-out of micro-modules	SC															1,042 from 124 schools	Cohort 4 school-level training ongoing from February 2016-December 2016. Teachers regularly attend trainings. No costs are budgeted for C4, as Level 2 trainings were in Year 3 and Level 3 trainings have no direct costs to QRP		
11	Conduct Training for Cohort 5 Master Trainers in target districts	SC															684 from 228 Cohort 1-3 schools	Master Training in August 2016. Cohort 5 is comprised of Cohorts 1-3 schools that were unable to complete their school-level trainings for various reasons. No new schools are in Cohort 5	\$75,600	

	Activities / Deliverables	Resp.	FY17												FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct			
12	Cohort 5 School based trainings through roll-out of micro-modules	SC														TBD after Cohort 5 Master Training	Abbreviated school-level training as schools had already started the process under Cohorts 1-4 (<i>no costs budgeted</i>)	
13	Teacher Certification with RTTI	SC, AIR, RTTI														All QRP-trained teachers receive TTI certification	QRP was able to negotiate official certification from RTTI in June 2016. QRP will work with all TTIs to certify all QRP-trained teachers. QRP will cover of certificates, select transport and logistical costs, and stipends for TTI certification staff	\$4,000
14	Develop and roll out Formative Assessment Training video and manual	AIR, SC														Video and Materials to help teachers implement formative assessment activities	Script development in September and October. Filming in November. Distribution Quarter 2	\$7,500
15	Sub-Result 1.4: Strengthen systems for teacher mentoring/coaching																	
16	Provide mentoring to Cohort 4 teachers	SC, Head Teachers, School Directors														Est. 1400 teachers	Mentor Refresher training August 2016. QRP-supported Cohort 4 Mentoring runs from Feb-Dec 2016. Follow-up mentoring with schools that need additional support based on the stoplight score card	\$64,400
17	Provide mentoring to Cohort 5 teachers	SC, Head Teachers, School Directors														TBD after Cohort 5 Master Training	QRP-supported Cohort 5 Mentoring runs from Sept 2016-Mar 2017 based on the stoplight score card	

	Activities / Deliverables	Resp.	FY17												FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct			
18	Implement portfolio system for evaluation of Cohorts 4 and 5	SC, MOES															Support final schools in implementation of portfolio system	
19	Participate in monthly DED meeting to strengthen school level mentoring and DED and TTI oversight and support	SC, MOES, DED, TTI														Monthly and Quarterly DED meetings with DD, TTI, etc.	QRP will participate in monthly or quarterly DED and TTI meetings; provide materials (from SRs 1.2, 1.3, 2.2, 3.1, 4.1 & 4.3) to strengthen Resource Centers in each DED	
20	Sub-Result 1.5: Implement classroom-based reading diagnostics (process focused); administer national, standardized reading assessments (outcome focused), such as an EGRA, in a representative sample																	
21	Review of current data collection tools (Tajik and Russian) to identify gaps and revise	AIR														EGRA and M&E end line instruments reviewed and revised	End line instrument review with MOES and NTC	\$202,500
22	Training of Data Administrators	AIR, NTC														140 Test Leaders, Test, Administrators, and Supervisors	Selection in coordination with MOES	
23	Administer outcome focused assessment tool – end line	AIR, NTC, MOES, DED, RED														End line data collection administered	with MOES and NTC	
24	Data Entry	AIR														Data entry		
25	Psychometric and statistical data analysis and reporting results of the outcome focused assessment	AIR, NTC														Psychometric Data analyzed and reported		
26	Deliverable: Submission of report to USAID & MOES	AIR														EGRA and End line Reports	MOES accepts results and approves dissemination	

	Activities / Deliverables	Resp.	FY17													FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct				
27	Deliverable: Raw data submitted to USAID	AIR															Raw data submitted to USAID within 4 months of data collection		
28	Intermediate Result 2: Increased availability of reading materials																		
29	Sub-Result 2.1: Conduct a comprehensive review of the quantity of primary grade-level reading material available in Tajikistan																		
30	Sub-Result 2.2: Ensure a mix of reading materials are used by schools and communities																		
31	Provide low-cost primary grade materials available for classroom use and at home in all targeted communities	SC, AIR															Supplies for school made low-cost reading materials purchased; new books purchased	Distribute Phase 2 of books. List finalized in August 2016 SC is responsible for title selection with the MOES and book distribution. AIR is purchasing the books.	\$151,670
32	Intermediate Result 3: Increased out-of-school reading time																		
33	Sub-Result 3.1: Increase public awareness about the importance of reading as a cornerstone of education and life-long success																		
34	Print and disseminate Family Program Materials in school communities	SC															Materials disseminated	Importance of reading at home and other materials includes additional copies of the Parents/Family Guide to Reading at Home, supplies for school libraries for workshops with parents on reading	\$13,000
35	Orientation workshop and activity follow-up of Family Program	SC															85% communities targeted	Orientation workshops begun in August 2016 with school community libraries and leaders, parents on activities to support reading at home	\$20,000
36	Explore Public-Private Partnership (PPP)																	There are limited PPP options in Tajikistan. QRP will continue to explore opportunities	
37	School/Community Libraries																		

	Activities / Deliverables	Resp.	FY17												FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct			
38	Conduct outreach programs to children and communities to promote reading - Cohorts 1-4 districts	SC - CLA														Conducted Reading Promotion Programs	Engage Women's Groups; District and Regional Ministry of Culture, and Community Libraries	\$1,000
39	On-going monitoring and supervision of outreach programs	AIR, SC														Results of monitoring the programs available		
40	Hold National Book Day/Literacy Day events																	
41	Conduct a variety of competitions around reading	AIR, SC														Reading Competitions and related activities are planned	Around Book Day, Teacher's Day, and Navruz. As many districts have picked up the costs associated with this activity, QRP has reprogrammed the funds to expand community outreach under the Parent's Program and School/Community Libraries	\$3,000
42	Family Program																	
43	Train volunteers and members of groups to conduct community reading awareness campaign to encourage parents reading to their children	SC															Engage Women's Groups; District and Regional Ministry of Culture, and Community Libraries	\$30,000
44	On-going monitoring and supervision of Family Program	SC														Monitoring and supervision is conducted		
45	Media Public Awareness Reading Campaigns																	
46	Develop sub-titles for existing UNICEF produced cartoons	AIR, SC														Tajik and Russian sub-titles included in all cartoons	UNICEF expects 25 cartoons to be finalized by December 2016. Launch event scheduled for Oct. 2016, payment delayed from Year 3	\$18,000

	Activities / Deliverables	Resp.	FY17												FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct			
47	Collaborate on including reading messages	AIR, SC														Reading messages and images included		
48	MOES Reading Support Campaign																	
49	Public Awareness Campaigns to advocate reading (see "Media Public Awareness Reading Campaigns" & IR 4)	AIR, SC														Media/Public Awareness on Reading PSAs, open sessions, etc. aired on TV	Activities aired on Tajik TV in partnership with MOES	
50	Sub-Result 3.2: Implement out-of-school reading activities																	
51	Extracurricular activities to promote reading																	
52	Conduct extracurricular activities at school level	DDs, Teachers														Implemented extracurricular activities at schools	Reading Buddies, Reading Competitions, Community Events with Libraries, Mobile Theatre with reading and library themes	
53	Work with Ministry of Culture, Libraries, and theatre groups on Mobile Theatre for reading																Mobile Theatre supplies and program delivered	\$15,000
54	Reading Camp																	
55	Advocate for Reading Camps for Summer 2017	AIR, SC, MOES															Schools Implement their own camps without QRP support during the summer of 2017	
56	JumpStart																	
57	Advocate for JumpStart to continue in 2017-18 school year	SC, AIR															Schools implement JumpStart without QRP support at the beginning of 2017-18 school year	
58	Book Chest / Library (also see SIR 3.1)																	

	Activities / Deliverables	Resp.	FY17													FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct				
59	Work with Rural community libraries to support reading activities	SC, AIR, MOES																Engage community libraries for encouraging reading in rural settings as part of family program and mobile theatre	
60	Disseminate books to the libraries in target schools/ communities	SC																Distribute Phase 2 of books. List finalized in August 2016 (SR 2.2)	
61	Monitoring of the use of books	SC, AIR															Book and Library activities monitored		
62	Intermediate Result 4: Increased government support to improve reading																		
63	Sub-Result 4.1: Increase dialogue about the existing environment for quality reading																		
64	Central Asia QRP Best Practices Workshop	AIR, SC															Workshop in Bishkek	5 MOES and sub-institutions participants (final date TBD)	\$2,000
65	Hold policy workshops best practices/policy	AIR, SC															Two workshops on reading - best practices, standards, other related topics	(October) Strengthening of Methodological Unions in the Primary Grades (Mentoring) - RMC/RTTI; (March) Best Practices for Mentoring - RMC	\$25,000
66	Hold quarterly briefings with MOES	AIR, SC, AE, EDI															4 update meetings held throughout the year, minutes from meetings		
67	Hold bi-annual high-level forums on quality reading	AIR, SC															Bi-annual high-level forums on quality reading	(November) High Level Conference with AOE and MOES on Reading Skills in the Primary Grades including inclusive and multilingual literacy. (August/September) End of Project Best Practices Workshop	\$35,000
68	Disseminate summaries, reports, findings to regional, district, and school-level MOES and other stakeholders	AIR, SC															Assessment findings disseminated after finalized	Midline dissemination event in October 2016 with End line event in September/October 2017 based on approval of MOES at district and school levels.	\$2,500

	Activities / Deliverables	Resp.	FY17													FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct				
69	Comparative and International Education Conference	AIR															QRP and MOES present papers at CIES (Atlanta)	Assessment (2 pp - 1 NTC/1 QRP) IST (2 pp - 1 TTI/1 QRP). Program and M&E will present at the conference, versus just M&E as planned in the modification.	\$22,500
70	Sub-Result 4.2: Increase capacity to use reading assessment results																		
71	Organize capacity building workshop	AIR, NTC															3 capacity building workshop on instrument design, psychometric and statistical analysis	Based on MOES and NTCs timelines	\$5,500
72	Present findings on reading assessments to the MOES, NGOs and research institutions	AIR, MOES, NTC															EGRA and midterm and end line project presentations held for education stakeholders	Preliminary Meeting in October. Dissemination events with impact study in January pending MOES approval and dissemination	\$4,000
73	Analyze and submit recommendations to MOES	AIR, NTC															Recommendations submitted to MOES	Recommendations will be based on end line results	
75	Sub-Result 4.3: Strengthen the enabling environment to support improved reading instruction reform																		
76	Media Public Awareness Reading Campaigns	SC															Public Service Announcements	MOES agrees to continue to provide free TV air time	
77	Promote laws, policies, regulations, and foundational education documents developed or modified to support improved practices	AIR															Additional discussions with MOES and stakeholders so a focus is selected	MOES is supportive of changes to promote reading standards and curriculum	
78	Develop a strategic plan to scale-up successful project interventions, including major challenges	AIR															Strategic Plan created with MOES	Work with MOES and its sub-institutions on incorporating best practices and activities into national, regional and local work plans, budgets and training activities	

	Activities / Deliverables	Resp.	FY17													FY18	Outputs/ Products	Comments	Estimated Year 4 Activity Budget
			Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct				
80	CD/DVD distribution for all QRP materials and videos	AIR, SC															2000+ CD/DVDs	All QRP materials made available all target schools, DEDs, TTI, etc. on CD/DVD	\$2,500
81	Monitoring & Evaluation																		
82	Deliverable: Quarterly Performance Reports	AIR															4 Quarterly Performance Reports	4th Quarter combined with Final Report	
83	Participant Training Reports	AIR, SC															TraNet updated	M&E forms	\$2,000
84	Deliverable: Annual Performance Reports	AIR															Annual Report developed	Please note the PMEP report is submitted in October after all EGRA data is analyzed versus the beginning of August as in the contract. The main data for PMEP is collected in April/May, input into the database in June, analyzed in July and August with EGRA report written and submitted in September.	
85	Program Closeout																		
86	Program Staff Phase-out	AIR																	
87	QRP Project Office Closes	AIR																	
88	Deliverable: Final Reports	AIR															Final Reports	End of Project Analyses - 30 Sept 2017; Final Report - 26 Dec 2017; Closeout Report - 25 Jan 2018; Close-out Report - 25 Jan 2018	

Attachment G: Ministry Officials who Work with USAID Quality Reading Project
Central

Name	Title	Institution
Latofat Naziri	Deputy Minister	MOES
Alliev Abdujabor	Head of Pre-school and Secondary Education	MOES
Fathidin Ismonov	Deputy Minister	MOES
Gulomkodir Bobiev	President	AOE
Irina Karimova	Vice President	AOE
Khonali Qurbonzoda	Rector	RTTI
Shermahmad Yormahmadov	Director	RMC
Sharifmurod Isrofilniyo	Director	EDI
Asror Aliev	Lead Local Consultant, MOES GPE-4	MOES
Rajabov Zikriyo	Teacher Training Specialist, MOES GPE-4	MOES
Khurshed Teshayev	Director	NTC
Sabzali Jafarov	Deputy Director	NTC

Regional

Region	District	Name of Personnel	Position
Kulob	Kulob	Pirmahmad Saburov	Education Center Deputy
		Sharipov Saidakbar	Methodologist
	Shurobod	Roziq Sodiqov	Education Center Deputy
		Sherali Sidiqov	Methodologist
	Muminobod	Sadullo Rahimov	Education Center Deputy
		Hokimsho Saidmirov	Methodologist
	Khovaling	Saidkhuja Shirinov	Education Center Deputy
		Sadullo Talbakov	Methodologist
	Baljuvon	Ghulom Sadulloev	Education Center Deputy
		Saidcho Huseynov	Methodologist
	Vose	Muhammadyor Davlatyorov	Education Center Deputy
		Jurakhon Mavlonov	Methodologist
	Hamadoni	Alisher Isoev	Education Center Deputy
		Tabar Khokov	Teacher Trainer
		Akram Akhmedov	Teacher Trainer
	Farkhor	Ghazalsho Safarov	Education Center Deputy
		Nematullo Qurbonov	Methodologist
		Qahhor Sattorov	Methodologist
Khatlon	Khatlon	Shamsullo Sattorov	Education Center Deputy
		Abduvohid Qodirov	Methodologist
		Niyozmuhammad Shoyev	Education Center Deputy
		Guljahon Sharipova	Methodologist
		Hokimkhon Valiev	Head Department of Education
		Safarmakhmad Alimardonov	Department Methodologist
		Muhammadjon Sharipov	Director TTI
		Habibullo Hamroev	Methodologist TTI

Region	District	Name of Personnel	Position
	Jomi	Tuyichibek Mahmadyorov	Manager
		Shama Shukurov	Methodologist
	Panj	Asomiddinzoda	Manager
		Bargigul Shukurova	Methodologist
	Jilikul	Abdumalik Mahmadshev	Manager
		Faizullo Sharipov	Methodologist
	Rumi	Khairullo Hakimov	Manager
		Khairi Alifbekova	Methodologist
		Munavara Sohibova	Methodologist
	Vakhsh	Q. Abdulloev	Manager
		Safargul Rahimova	Methodologist
		Zulaikho Amirkhonova	Methodologist
	Shahrtuz	Komiljon Ochildiev	Manager
		Zukhursho Pirnazarov	Methodologist
		Mirzorahim Amirkulov	Methodologist
	Qumsangir	Ilchaizan Pallaeva	Manager
		Abdurasul Ghafforov	Methodologist
	Kabodiyon	Mirzo Eshov	Manager
		Bekhzod Saidmurodov	Methodologist
		Haknazar Sarvarov	Methodologist
	Khuroson	Saidqul Halimov	Manager
		Karomatullo Mizrobov	Methodologist
	Bokhtar	Nurali Azizov	Manager
		Nurmuhammad Bozoriev	Methodologist
	Yovon	Islomiddin Narsov	Manager
		Qurbon Nuraliev	Methodologist
	Norak	Alimurod Ismoilov	Manager
		Samandar Kholov	Methodologist
	Kurgonteppa	Anzurat Ashurova	Manager
		Robiya Akhrorova	Methodologist
		Malohat Nurmadova	Methodologist
	Sarband	Shahnoza Kholova	Manager
		Safar Abdulloev	Methodologist
	Khusrav	Saifiddin Sadriddinov	Manager
		Qudrat Kholboev	Methodologist
Sughd	Khujand	Nosirova Mavsuma	Head of Methodological Dept.
	Chkalovsk	Toshmatova Marhamat	Methodologist of primary
	Bobojon Gafurov	Akhmedova Bibirahima	Methodologist of primary
		Esonova Matluba	Methodologist of primary
	Jabbor Rasulov	Abdusaminova M	Methodologist of primary
	Shahriston	Khuseynova Gulnora	Methodologist of primary
	Istaravshan	Bozorov Ahmadjon	Methodologist of primary
	Spitamen	Azizov Hoji	Methodologist of primary
	Mastchoh	Yusupov A	Methodologist of primary

Region	District	Name of Personnel	Position
	Gonchi	Shohmurodova	Methodologist of primary
	Zafarabad	Obidov Nematullo	Methodologist of primary
	Isfara	Pulotov Ismatjon	Head of Methodological Dept.
	Konibodom	Kodirova Zulfira	Head of Methodological Dept.
	Kairakkum	Ermatova Zarrina	Methodologist of primary
DRS/Rasht	Tursunzoda	Rajabova Laylo	Head of DED
		Mingboeva Hayitbibi	Methodologist of primary
	Shahrinaw	Sahripova Musharafa	Head of DED
		Mahmadqulova Aziza	Methodologist of primary
	Hisor	Nazri Asadzoda	Head of DED
		Karimov Khayrullo	Methodologist of primary
	Rudaki	Safarov Sohbnazar	Head of DED
		Qurbonov Sayfullo	Methodologist of primary
	Varzob	Samiev Bahrullo	Head of DED
		Abdulloev Saidmuord	Methodologist of primary
	Vahdat	Turaev Kholmurod	Head of DED
		Toshev Asadullo	Methodologist of primary
	Rasht	Ortiqov Kholmahmad	Head of DED
		Joniev Saidburhon	Methodologist of primary
	Tajikobod	Zebo Himatova	Head of DED
		Suhrobi Rahmonali	Methodologist of primary
	Lakhsh	Abdusatorov Pirmahmad	Head of DED
		Mahmudov Mavzumbek	Methodologist of primary
	Nurobod	Odinazoda Saidsharif	Head of DED
		Huseynov Mahmadrasul	Methodologist of primary
Zarafshan	Ayni	Sharifzoda Mullogiyos	Head of DED
		Homidov Homid	Methodologist of primary
	Panjakent	Orifov Orifsho	Head of DED
		Jaborov Mahmadqul	Methodologist of primary
	Kuh. Mastchoh	Okhunzoda Suhrob	Head of DED
		Yunusov Mahmadkholiq	Methodologist of primary

Attachment H: Media Exposure for the USAID Quality Reading Project

Type of Media	Date	Topic / Activity	Presenter/Author	Location
National TV station "Safina"	03.05.16	Reading Camp	TV Safina staff and RED staff	Yovon, Khatlon
National children's TV "Bahoriston"	1.10.2016	Book competition "I am a Reader"	USAID QRP staff and DED staff	Shahrinaw, DRS
National TV station "Tajikistan"	06.10.2016	Mobile theatre	USAID QRP staff, teachers, and TV staff	Rudaki, DRS
National children's TV "Bahoriston"	25.04.2016	Methodological day in primary grades school #62	Teacher from school #62 Samieva Gulru,	Dushanbe
TV station "Kulob"	31.05.2016	TOT for Reading camp teachers	USAID QRP staff, teacher Zubaydova Jamila	Kulob, Khatlon
TV station "Kulob"	14.06.2106	"Parents contribution in the improvement children's of learning and reading in the family"	USAID QRP staff, teacher Zubaydova Jamila	Kulob, Khatlon
TV station "Khatlon"	11.06.2016	"Role of the library and family in the development of children's reading"	USAID QRP staff and TV staff	Jomi, Khatlon
TV station "Jahonnamo"	16.06.2016	"Role of the library and family in the development of children's reading"	USAID QRP staff and TV staff	Jomi, Khatlon
Local TV "Jahonorro"	15.04. 2016	Demonstrative lessons, school #19, Khujand	USAID QRP staff, teachers and TV staff	Khujand, Sughd
Local TV "Jahonorro"	03.05.2016	Demonstrative lessons from school #24, Ghafurov	USAID QRP staff, teachers and TV staff	Ghafurov, Sughd
TV Simoi Panjekent	May 2016	Campaign on promoting family reading with close collaboration of local libraries	USAID QRP staff, teachers and TV staff	Panjekent
Teachers' journal "Borgohi Marifat "	June 2016, #3	"Summer Reading camp"	Mamatkulova Aiziza, DED primary education methodologist	Shahrinaw, DRS
Teachers' journal "Borgohi Marifat "	July 2016, #4	" Quality Reading "	Mamatkulova Aiziza, DED primary education methodologist	Shahrinaw, DRS
Teachers' journal "Borgohi Marifat "	August 2016, #4	Impact of the reading camps on improvement of children's learning	Saidova A, DED head of the methodological cabinets	Shahrinaw, DRS
Teachers' newspaper "Omuzugor"	May 2016, #18	"Improved collaboration of RTTI and USAID in the last two years through Quality Reading Project"	Egamberdiev Sino, Methodologist, RTTI	Dushanbe
Teachers' newspaper "Gulkhani Vose"	March 2016, #23	Objectives of the three days training	Safarov Habibullo, teacher	Vose

Type of Media	Date	Topic / Activity	Presenter/Author	Location
Teachers' newspaper "Omuzugor"	June 2016, #19	Having fun through reading in the summer camps	Jamila Zubaydova, Teacher	Kulob
Teachers' newspaper "Omuzugor"	July 2016, #20	"In-cervice teacher trainings for the primary teachers through USAID QRP"	Bozorov Khushavakht, TTI methodologist	Kulob
Newsletter "School"	June 2016	"Creating a positive nevriment for the childen to readin at home"	Bozorov Khushavakht, TTI methodologist	Kulob
Newspaper "News of Kulob"	June 2016	"Spending time in the reading camps will be fun"	Saodat Karimova	Kulob

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